

AMERICAN EDUCATIONIST, AND COMMON SCHOOL JOURNAL.

Devoted to Moral, Intellectual, Scientific, and Agricultural Improvement.

VOL. I.

INDIANAPOLIS, MARCH 1, 1852.

NO. 2 & 3.

EDUCATIONAL.

We are happy to present to our readers the plan and main features of the School Bill, written by Col. Bryant, a member from Warren county, reported to the House of Representatives of Indiana, on Monday the 9th inst., by the Chairman of the House committee on Education, Hon. R. D. Owen. Col. Bryant is a member of the same committee, and is the author of the Bill; he is, therefore, better capable of giving a correct abstract than any other man. It is hoped that this matter will receive the careful consideration of the people of the State, as well as of their Representatives.

Indiana made a noble advance when by her new Constitution she created so large a school fund, made the schools free, and provided for a State Superintendent of Public Instruction. But if she will now take this other step which is proposed by the new Bill, she will stand the admiration of the world. Let this Bill be adopted, and the law efficiently executed, and no State in the Union can claim a better school system.

We specially like that feature of the Bill which provides for circuit Superintendents. If the right sort of men can be selected for that place, they can wake up a spirit of inquiry and interest among the people on the subject of education that can not,

perhaps, be done in any other way. Circuit or Congressional District Superintendents has been a favorite idea with us for a long time, and it is pleasant to find that other warm friends of education have been thinking in the same channels. It is a little remarkable, that a day or two after this Bill was reported, a similar plan of District Superintendents reached us in the Report of the State Superintendent of Schools of Pennsylvania. It does away with some of the objectionable features of the New York county Superintendency, gives plenty of work for a zealous man to perform, and leaves him a wide field in which to do it.

The library feature of the Bill is excellent. Thousands of young minds will by it acquire a taste for reading and literary pursuits, which otherwise might have run to waste, or what is worse, to vicious habits. We think that one of the best volumes that could annually be put into these libraries would be the "American Educationist and common School Journal."—The numbers would come monthly, freighted with fresh and interesting matter, and when bound could be kept in the library and preserved as the educational history of the State and of the times.

We are sorry there is not provision in the Bill for an appropriation for Teachers' Institutes. That may have been an over-

sight; if so, it can be remedied by an amendment before passing the Bill into a law. We earnestly and respectfully call the attention of the Legislature to this point. We firmly believe that there is no way in which a good supply of well qualified teachers can be so efficiently, and at the same time so readily fitted for their high calling, as by Teachers' Institutes.—

But read Col. Bryant's article below.

SYNOPSIS OF THE SCHOOL BILL.

The School Bill reported to the House on Monday last, provides as follows :

FUNDS.

A tax of fifteen cents on each One Hundred Dollars of property. A poll tax of 25 cents on each person liable to poll tax. This tax, together with the interest of all funds heretofore known as School Fund, is the available sum for school purposes, and it is to be distributed according to the number of scholars in each county of the State.

All taxes are to be imposed upon white persons, and the property of such persons only.

The Bill further provides a State Superintendent of public Instruction, and fifteen circuit Superintendents, being an average of one Superintendent to each six counties of the State.

The Superintendents constitute a Board of Education, to meet annually at Indianapolis, for consultation and interchange of views and experience, selection of text books, libraries, and general management of school operations.

The circuit Superintendents are the examiners of School Teachers for their own circuit, and may appoint a deputy in each county, whose certificate will be sufficient until the visit of the superintendents. It is their duty also to visit each township of their respective counties, and spend on an average at least four days in each township.

The Educational affairs of each township to be managed by three Trustees, who shall visit the schools at least twice during their session. All School Districts are dispensed with. The inhabitants are allowed to send their children to any school which they may select, whether the same be in their own township and county, or in another township and county. When such selection is made, the children are assigned to such school for one year. The township Trustees shall establish as many schools as may be necessary for the education of all the children of the township—not more than one for every sixty resident scholars. Full reports of the operations of the schools, of the number of children in the township, the number of children attending school, the funds apportioned to the township, the amount raised by voluntary taxation, the application of all funds, to be made by township Trustees to the Township meeting, county Auditor and circuit Superintendent.

The Educational affairs of the State to be managed in civil townships, confining the operations of each county to its own limits, instead of in Congressional townships as heretofore, commingling and conflicting the operations of counties.

LIBRARY.

A Township School Library to be established in each Township of the State, and a tax of one quarter of a mill, and twenty-five cents poll tax to be levied, and applied exclusively to the purchase of libraries. The libraries to be in the charge of the township Trustees, and to be kept at one or more convenient places in the township as the township meeting may determine.

The inhabitants may, at any general or special meeting, levy a sum not exceeding fifty cents on each one hundred dollars, and fifty cents poll tax, for the building and re-

pairing of School Houses, furniture, &c., and for continuing their schools after the public funds shall have been exhausted.

The circuit Superintendents are required, as soon as practicable, to hold teachers' institutes in their respective circuits, for the training of the teachers employed in the public schools.

The township Trustees are also authorized to establish Graded Schools, or such modifications of them as the circumstances of their township will permit, and so to classify the children as to give to all an equal participation in them.

Incorporated cities and towns are to have the exclusive charge of their own educational affairs, independent of the township or townships in which they may be situated, and are required to make the same report and discharge the same duties that are required of townships, have power to establish Graded Schools, levy taxes for educational purposes, and to control and visit their own schools.

~~~~~ EDUCATION IN PENNSYLVANIA.

The eighteenth Report of the Superintendent of Common Schools of Pennsylvania is before us. In this document there are some novel ideas, and much practical, sound sense. He recommends a Central Agricultural College, to be built and maintained at the expense of the State. The graduates may be required to teach for a given time. The requisite buildings, and farm of one thousand acres, is estimated at \$250,000. Eight Professors and sixteen Assistants are proposed, six of the latter to be females. It is proposed to have five hundred pupils, two hundred of whom shall be paying pupils, and three hundred supported at the expense of the State, to be selected from every portion of the commonwealth in the ratio of three for every member of the House of Representatives. The whole establishment is to be

under the general supervision of three Regents, to be elected by the people, from different parts of the State.

The Superintendent also recommends the appointment in each Congressional District a Superintendent with an adequate salary, for a term of years. This, it will be seen, is a similar plan to the one proposed by the bill now before the Legislature of Indiana. But we give the language of the superintendent.

"The appointment of the district superintendent should be made by some authority within the district, competent, from a knowledge of the citizens thereof, to make a selection of some gentleman whose known zeal in the cause of popular education, whose sound moral character, general intelligence, energy, and activity, would designate him as a proper person to discharge the trust.

"The duties of the district superintendent would consist in the establishment and supervision of a teachers' seminary, for thorough instruction in the common school branches alone, and in the science and art of imparting instruction to others. A model-school might be attached to each seminary, and such students of the seminary as might be approved as teachers in the model-school, should be charged no tuition fee, while others might be required to pay a small amount quarterly. The superintendent might exercise a general supervision over the schools of his district, deliver public lectures on subjects connected with common school studies, teaching, &c., advise with committees, assist in the examination of teachers, receive and properly distribute the school fund throughout his district, select and distribute the most approved books for the schools, determine, or report disputes to the State Superintendent, take care that the school tax is properly assessed and collected, and prevent frauds upon the State in the disbursement of the school fund. He could also receive the reports of his district, and make a condensed semi-annual or annual report to the School Department, with which he could also maintain a direct correspondence on all matters of interest or difficulty in his district. The locality of the seminary

might be changed every year, or oftener, by removal to such parts of the district whereof the citizens, by furnishing suitable rooms for its accommodation, or by other inducements, might indicate their appreciation of its benefits and importance.

"Such seminaries, it is believed, can be established and supported at a trifling expense; and through their instrumentality, much of the fund now annually squandered in the support of schools, which the intelligent citizen can neither commend nor patronize, be saved to the State, and advantageously employed.

"If we would correct the evils of the system, we must begin at the foundation. We can never have *good schools* until we have provided *good teachers*. No one animated with enlightened patriotism, would object even to taxation, were it necessary, to accomplish this object. On its fulfilment depends the success of popular instruction, and, as a consequence, the welfare of the citizen, and the prosperity of the State.

"The organization and successful management of these seminaries in every Congressional District of the State, would be attended with the most beneficial results to the system. It might not, perhaps, be calculating wildly to say, that they would save a large proportion of the cost of their establishment, by giving to the school fund a proper direction, and rendering it effective for the purpose for which it was created, instead of being, in many instances, misused, misappropriated, or perhaps squandered. Under an auspicious public confidence, they would make teaching a *permanent* occupation, by elevating its character, and creating and inspiring a professional feeling among teachers, and an enthusiastic attachment to their profession.

"*True economy*, and every interest of the State connected with the education of her children, would be promoted by the organization of such an institution. The money expended would prove a profitable investment for the eradication of ignorance and vice, and the consequent reduction of the public expenditure for the relief of pauperism, and the suppression and punishment of crime."

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 EPIGRAPH ON A RICH MAN.—"He lived—made money—and died."

## SCHOOL STATISTICS.

In this number of the Educationist, we commence giving the school Statistics of the various States in the Union. We begin at the North East corner with the States of Maine and New Hampshire, and will follow with other States in subsequent numbers. If the numbers are preserved, these statistics will be valuable for reference.

### MAINE.

In 1823, twenty townships of public land were reserved as a basis for a school fund. The proceeds of the land already sold are \$104,363.63, which constitute the permanent school fund of the State. In 1850, twenty-four half-townships of the undivided lands of the State were set apart and added to the permanent school fund. The banks are required to pay into the treasury  $\frac{1}{4}$  of one per cent. semi-annually on their capital stock for the use of schools. This tax for 1850 was \$27,230.27. Add to this six per cent. interest of the school fund, \$6,216.81, and there is the sum of \$33,492.10, which was apportioned among the towns making returns during the past year. Towns are obliged by law to raise an amount of school money equal to 40 cents for each inhabitant. In the 3,948 districts, and 279 parts of districts, which made returns for 1850, there were 2,706 male, and 3,921 female teachers. Average monthly wages of male teachers \$16.66; of female teachers \$5.92; average length of schools in weeks 18.8; schools suspended by incompetency of teachers 152; number of good school-houses 1,596; number of poor ones 2,012; number built the past year 120; whole number of scholars 230,274; whole attendance in winter 151,360; average attendance 91,519. The whole amount of school money raised by tax was \$264,351.17, which was \$41,010.37 more than required by law. \$29,921.46 were expended for private schools. There are school libraries in nine towns. There are 92 chartered academies in the State, of which 64 sustain schools during a greater or less part of the year. The teachers' institutes have been in successful operation for several years; 1,732 teachers attended them in 1850; 801 males, 931 females. The session of each institute was ten days.

## NEW HAMPSHIRE.

The present school law is in the fifth year of its existence. At the June session (1850) of the legislature, the office of School Commissioner was abolished, and County School Commissioners were created, to constitute the Board of Education. The commissioners are :  
 Rockingham.—Zeb. Jones, of Hampton Falls.

Strafford.—John S. Woodman, of Rollinsford.

Belknap.—Giles Leach, of Meredith.

Carroll.—Sanborn B. Carter, of Ossipee.

Merrimack.—Hall Roberts, of Concord.

Hillsborough.—G. W. Moor, of Amherst.

Cheshire.—Joseph Perry, of Keene.

Sullivan.—D. H. Sanborn, of Washington.

Grafton.—Charles Shedd, of Campton.

Coos.—B. F. Whidden, of Lancaster.

The returns for the years ending May 20, 1849, June 1, 1850, and May 20, 1851, give the following statistics, to-wit :—

|                                                                       | 1849.        | 1850.        | 1851.        |
|-----------------------------------------------------------------------|--------------|--------------|--------------|
| Whole number of school districts reported, -                          | 2,137        | 2,167        | 2,222        |
| Number of scholars above 4 years of age attending school two weeks, - | -            | 78,863       | 80,134       |
| Number of scholars in the winter schools, -                           | 80,072       | 77,806       | 73,301       |
| Average attendance in the winter schools, -                           | 59,812       | 60,271       | 59,617       |
| Number of scholars in the summer schools, -                           | 64,036       | 61,498       | 58,328       |
| Average attendance in the summer schools, -                           | 47,084       | 46,225       | 42,042       |
| Average length of the winter schools in weeks, -                      | 9.8          | 9.3          | 9.66         |
| Average length of the summer schools in weeks, -                      | 8.5          | 9.4          | 8.66         |
| Average monthly wages of male teachers, exclusive of board, -         | \$14.13      | \$14.73      | \$14.64      |
| Average monthly wages of female teachers, exclusive of board, -       | \$5.95       | \$6.21       | \$6.44       |
| Number of male teachers employed in the winter schools, -             | 1,316        | 1,246        | 1,214        |
| Number of female teachers employed in the winter schools, -           | 807          | 961          | 822          |
| Amount of money raised by taxes for the schools, -                    | \$132,771.22 | \$145,892.12 | \$147,968.04 |
| Amount contributed in board and fuel, -                               | 7,519.44     | 9,738.12     | 11,168.85    |
| Income of local funds, -                                              | 6,287.62     | 8,097.42     | 8,128.50     |
| Amount of literary fund, -                                            | 10,452.10    | 10,790.00    | 11,144.55    |
| Amount raised for the Teachers' Institute, about                      | 1,500.00     | 1,020.52     | 655.32       |
| Whole amount raised for the district schools during the year, -       | 159,430.38   | 174,517.66   | 179,065.46   |
| Increase above the previous year, -                                   | 10,000.00    | 15,087.28    | 4,557.80     |

## NORMAL SCHOOLS.

The following communication was sent in too late for the first number of the Educationist. It is very desirable that persons writing for this paper should sign their own names to their communications. There does not seem to be any necessity for writing *anonymously* for an educational paper, as the cause of education is a glorious one, and every person has reason to be proud to have his name associated with it.

For the Educationist.

MR. EDITOR :—As the subject of Normal Schools is now before the people of this State, a little information upon it, may perhaps be acceptable. Being somewhat acquainted with the system adopted, and successfully carried out by the State of Connecticut, and believing it to be the best for this State, at least, if not for all ; I purpose to give a short history of it.

The Legislature appropriated the sum of ten thousand dollars, to be expended in

payment of the salaries of teachers, for four years, in equal annual installments, and appointed a Board of Directors, leaving the remainder of the undertaking entirely to the enterprise of the people, in the following manner. The Directors were empowered to locate the institution in the town which would make the most advantageous proposal. The town of New Britain showed the most liberal spirit, and the school was therefore placed there.

The people of New Britain formed themselves into a Fund Company, and fitted up the necessary buildings, at an expense of sixteen thousand dollars. They also gave to the officers of the Normal School the charge of their children, for the purpose of forming schools of practice, of which I may speak in another communication.

Scholars were admitted into the Normal School after having passed the usual examination for teachers of common schools, and signified their intentions to teach one year in the State, being recommended by the examining committee.

The school has now been in operation nearly two years, and has far surpassed the expectations of the most sanguine of its advocates.

M. B.

INDIANAPOLIS, JANUARY 28, 1852.

### RECENT DISCOVERIES IN ASTRONOMY.

Since 1844, the number of new planets known to Astronomers has doubled. More rapidly even than the stars have multiplied on the flag of our political Union, have new planets eagerly crowded into the republic of science. In the region first settled about half a century since by four small planets, and where only six years ago there were known to exist no others, now circulate fifteen sovereign planets. Simultaneously with this growth in the interior of the solar system, the annexation

of the lone star of Neptune has pushed forward its extreme outposts ten hundred millions of miles. The names of the new planets and their discoverers, which are best given in a table form, will show that there are now living more than one astronomer to inherit from Olbers the epithet of the "fortunate Columbus of the Heavens."

The following table contains the names of all the modern planets, except the last discovered, the date and place of the discovery, and the name of the discoverer. They have all been discovered within the present century.

| NAME.       | WHEN<br>DISCOVERED. | BY WHOM.  | WHERE.       |
|-------------|---------------------|-----------|--------------|
| Ceres,      | Jan. 1, 1801,       | Piazzi,   | Palermo,     |
| Pallas,     | March 28, 1802,     | Olbers,   | Bremen,      |
| Juno,       | Sept. 1, 1804,      | Harding,  | Lillenthal,  |
| Vesta,      | March 29, 1807,     | Olbers,   | Bremen,      |
| Astrea,     | Dec. 8, 1845,       | Hencke,   | Driessen,    |
| Neptune,    | Sept. 23, 1846,     | Galle,    | Berlin.      |
| Hebe,       | July 1, 1847,       | Hencke,   | Driessen,    |
| Iris,       | Aug. 13, 1847,      | Hind,     | London,      |
| Flora,      | Oct. 18, 1847,      | Hind,     | London,      |
| Metis,      | April 25, 1848,     | Graham,   | Markree Ire. |
| Hygeia,     | April 12, 1849,     | Gasparis, | Naples,      |
| Parthenope, | May 13, 1850,       | Gasparis, | Naples,      |
| Clio,       | Sept. 13, 1850,     | Hind,     | London,      |
| Egeria,     | Nov. 2, 1850,       | Gasparis, | Naples,      |
| Irene,      | May 20, 1851,       | Hind,     | London,      |
| New Planet, | July 29, 1851,      | Gasparis, | Naples.      |

## POETRY.

### OCEAN.

BY WM. ALEXANDER.

WHERE hath thy voice, old Ocean not been heard?

O'er every spot thy wild waves have swept,

And o'er high hill tops hast thou boldly crept,

Obedient only to the Omnific Word:

Sits stillness mid dark Afric's wastes; yet there

Of old wert thou. The effigies of thy Amazing primal denizens now lie

Sculptured on every crag. Thy fish appear

Imbedded in the rock, so grey, whence hewed

Are Egypt's pyramids. Immensity

In thy broad bosom, too, is seen to be,

Where storms assume terrific attitude:

One only makes thee calm and quiet stand,

Who holds thy waters all in "hollow of his hand."



[From the Lady's Book.]

**THE TIME TO DIE.**

BY DAVID F. CABLE.

I ASKED the child, whose prattling tongue  
 With sweet and silvery accents rung ;  
 Who gambled through the livelong day,  
 And careless whiled the hours away—  
 "Tell me, sweet child the time to die,"  
 Thus did that careless boy reply :  
 "Oh ! 'tis not time for one so young,  
 Whose race in life has just begun ;  
 Whose hopes within the bud yet lie—  
 Oh ! 'tis not time for me to die !"

I asked the youth whose panting soul  
 Defied all bonds and spurned control ;  
 Whose heart was filled with boyhood's fire,  
 And gushing o'er with chaste desire—  
 "Tell me the time when you must die."  
 Thus did the ardent youth reply ;  
 "When I have bravely battled life,  
 And conquered all, and gained the strife ;  
 When on Fame's lists I've mounted high—  
 Then, only then, 'tis time to die !"

I asked the man whom fleeting time  
 Bespoke as one in manhood's prime ;  
 Whose thoughtful look and knitted brow  
 Proclaimed him in life's warfare now—  
 "Tell me the time when you would die."  
 Thus did that hardy one reply :  
 "I would yet live, and have my health,  
 To grapple for the yellow wealth ;  
 To guard my wife and family—  
 No, I'm not yet prepared to die !"

I asked the man whose careworn look  
 A weight of grief and age bespoke ;  
 Whose slow and trembling accents gave  
 Tones borrowed from the silent grave—  
 "Tell me the time when you would die."  
 Thus did the hoary one reply :  
 "Though I am old, yet life is sweet,  
 And I am not prepared to meet  
 The monster Death ; I know not why—  
 But still I'm not prepared to die !"

Ah me ! 'tis ever thus with man,  
 Who hugs the life that's but a span ;  
 Who, fleeing from Death's rude alarms,  
 Is quickly hurried to his arms.  
 When asked the time when he would die,  
 'Tis ever thus he will reply :  
 "I am too young, too fair, too blessed ;  
 Too weak, too old, too much oppressed ;  
 Too rich, too poor ; too low, too high—  
 And I am not prepared to die !"

**AGRICULTURAL.****BUCKWHEAT.**

Until within a few years past, this has been considered almost a valueless crop by many who were considered our most discerning and successful farmers. Indeed, many carried their prejudices so far, that they would not, under any circumstances, allow it to be grown on their lands, supposing it so exhausting to the soil. Others, more tolerant in their feelings, would sometimes raise a small field, but it must be sown on the poorest corner of the farm, where no other crop would grow, and but an ordinary one of this grain. Then the farmer who was in the yearly habit of raising it was considered a slim affair; one bent on the irrecoverable ruin of his farm.

In late years, however, the value of the crop has been more justly appreciated, so that now the number of those who do not raise it is like that of those who formerly cultivated it—very small. The advantages attending its culture are numerous, and among them the following stand prominent: Its quick maturity, and consequently the delay that may attend tilling the land and sowing the seed, which latter always takes place at the North after all other crops are sown and planted, and from the 20th to the last of June, or between the time of the first and second dressing of the corn-field; a season of imperative leisure to the farmer. Then its maturity is at a time when no other crop requires immediate attention, it ripening in September, between the ingathering of the summer and common fall crops.

It is a crop that will succeed with tolerable certainty when other crops will fail.—Low, cool, moist, mucky lands, which are seldom dry enough for plowing in early spring, and which are liable to suffer from drought at the very time when early-sown grain requires moisture, are admirably adapted to this crop. It germinates quickly, and the young plants soon throw their branches abroad so as to shelter the earth from scorching sunbeams, and enable it to retain its moisture, to be given out as the growing wants of the plants require.

Buckwheat is a cleansing crop to the

soil. In many of the old fields in the longer cultivated portion of the country, weeds of various kinds have crept in, as stealthy bushes or loose wild grass, and usurped the place of the more tender and delicious herbage. Wherever this is the case, it is decidedly the best crop to restore fertility and healthful cleanliness to the soil, after the bushes are removed and the sward well inverted, that can be cultivated. Its roots penetrate deep into the soil, which tends to its pulverization, and its shadowing qualities almost forbid any other plant, however strong may have been its foothold, to start beneath its branches. We have in our minds now whole fields which a few years since were covered with a vexatious overspreading variety of potentilla, which, by cultivating with buckwheat for one or two successive years after the bushes were removed, were transformed into beautiful and productive meadows, free from the unseemly blemishes which but a short time ago disfigured and concealed their surface.

It is a good crop to stock with. It always leaves the ground in a loose friable condition, so that the roots of grass spread rapidly and freely. Although from its shading propensities, grass-seed sown with it will not show much progress while the crop of buckwheat is on, yet the harvest is so early, the grass which is to follow has an opportunity to become well set in roots before the coming of winter, and thus be enabled to withstand the vicissitudes that winter brings. It is an article that farmers are prone to leave to nature and its own resources, but there is no crop that shows the benefits of manure, plaster, and ashes, more than this. Its uses are too well known to be dwelt upon. The straw, which by many is considered valueless, is an excellent manure for potatoes, and is highly valuable as a litter to place around fruit trees, its tendency being to rapid decay, and its effect to loosen the soil and leave a light and wholesome mould for its benefit.—*Correspondent Plow, Loom, and Anvil.*

**SALT FOR ANIMALS.**—Professor Simons, Veterinary Inspector to the Royal Agricultural Society, observes, in relation to the action of salt on the animal economy,

that "it is exceedingly beneficial in moderate quantities, but prejudicial in large ones." He thought horses might take with advantage from an ounce and a half to two ounces of salt, daily; but that an excess of it would render animals weak, debilitated, and unfit for exertion. Similar facts were applicable also to oxen, which accumulated flesh faster by the judicious use of salt than without it. He cited Arthur Young, and Sir John Sinclair, to show that salt had a tendency to prevent the rot in sheep. Prof. Simonds added as his own opinion, that salt, by its action on the liver, and the supply of soda it yielded to the bile, led to a greater amount of nutriment being derived from the food. The substance, he said, was also well known as a vermifuge, destroying many kinds of worms in the intestines of animals, and conferring a healthy tone of action which prevented their re-occurrence. Several members of the R. A. Society, as Colonel Challoner, and Mr. Fisher Hobbs, stated that their experience led them to agree with Professor Simonds, in regard to the value of salt for animals. In reference to the mode of giving it, the practice of placing large lumps of rock salt in fields or yards, where it was always accessible to the stock, was mentioned with approbation. This practice is now adopted by many farmers in this country, and after several years' trial, is preferred to the former mode of giving salt periodically. When animals are only allowed to have salt once or twice a week, it is sometimes the case that they eat too much at once, but by having it constantly in their reach, they eat in such quantities as their systems may require, and it assists digestion, and promotes health and thrift.

#### **BAD HABITS.**

A bad habit resembles horse radish: It is terribly difficult to extirpate it from the soil in which it has taken root, and the cultivator who would rid his land of the stubborn plant, is vexed and aggravated by seeing it again spring up, fresh and 'smart,' where he had ploughed and dug most vehemently. What liquor-drinker, tobacco-user or profane-swearer will deny the truth of my assertion? Then, young men, do not acquire bad habits.



# INSTITUTES.

## CONSTITUTION

OF THE NORTHERN INDIANA TEACHERS' INSTITUTE, AS AMENDED AT ELKHART, OCTOBER, 1851.

### PREAMBLE.

That we may better advance the cause of Education, elevate the Teacher in his profession, and awaken a general interest among the people of our own and adjoining States, we hereby organize ourselves into a society, to be known as the NORTHERN INDIANA TEACHERS' INSTITUTE, and to be governed by the following regulations :

### ARTICLE I.

SEC. 1.—The permanent officers of the Society shall be a President, a Vice President for each Town containing five or more members, a Corresponding Secretary and a Recording Secretary.

SEC. 2.—Each session of the Institute shall appoint a Secretary and Treasurer pro tem.

SEC. 3.—The President, Corresponding Secretary and one or more of the Vice Presidents shall constitute a Board of Arrangements.

### ARTICLE II.

SEC. 1.—The *President* shall preside at all business meetings of the Institute, shall assist the Principal in maintaining order, and in arranging and carrying out the exercises of each session.

SEC. 2.—The *Vice President* shall transmit to the Corresponding Secretary, annually, on or before the first Monday in September, brief reports of the condition of the cause of Education in their respective vicinities; and in the absence of the President, one of them shall perform his duties. They shall also organize the members of the Institute in their respective neighborhoods into local societies, and call and preside over such meetings as the interests of Education may require.

SEC. 3.—The *Corresponding Secretary* shall receive reports from the Vice Presidents and lay before the Annual Meeting a general report on the progress and condition of Education in Northern Indiana, and shall perform such other duties as the

Institute or Board of Arrangements may require.

SEC. 4.—The *Recording Secretary* shall keep a record of the proceedings of the society, and shall receive and file the reports of Secretaries pro tem.

SEC. 5.—The *Secretary pro tem.* shall keep a record of the proceedings of the session which he shall transmit to the Recording Secretary, and shall collect and pay over to the Treasurer all money due the Institute.

SEC. 6.—The *Treasurer* shall receive said money and pay it out at the order of the session.

SEC. 7.—The *Board of Arrangements*, assisted by local Committees, shall make all necessary arrangements for the sessions appointed for the year, procuring Principals, Assistant Teachers, fixing the price of tuition, &c. They shall also superintend the publication of the Annual Circular and Register, and transact all other business necessary to be done between the sessions of the Institute.

### ARTICLE III.

SEC. 1.—The society shall hold each year an *Annual* and a *Semi-Annual Session*.

SEC. 2.—The ANNUAL SESSION shall be held commencing the first Monday in October, at the close of which the Officers for the ensuing year shall be chosen, the next Annual Meeting appointed, and sessions for the coming spring.

SEC. 3.—The SEMI-ANNUAL SESSION shall be held in the spring, during which sessions for the ensuing fall shall be appointed.

SEC. 4.—Sessions shall be held each year in as many different sections of Northern Indiana, as may be thought advisable, and may be held in different places at the same time.

SEC. 5.—Each session shall defray its own expenses, and each Annual Session shall publish a Circular.

SEC. 6.—The term of the permanent Officers shall be one year, and until their successors are elected and notified.

SEC. 7.—The Officers shall deliver to their successors all books, papers, moneys and property in their possession belonging to the Institute.

### ARTICLE IV.

SEC. 1.—*Local Societies* may form Con-

stitutions and By-Laws for their own government not in conflict with those of the general society.

SEC. 2.—It shall be the privilege and duty of these societies to recommend matters and measures of general interest for the consideration of the Institute.

SEC. 3.—Local societies shall appoint Committees to act in concert with the Board of Arrangements in making provisions for the sessions, appointed in their respective towns.

#### ARTICLE V.

SEC. 1.—Any person taking an active interest in the cause of Education, may become a member of this society by signing the Constitution, or by sending his name to the Corresponding Secretary.

SEC. 2.—A member may withdraw from the society by obtaining permission from any regular session, or from the Board of Arrangements.

SEC. 3.—This *Constitution* may be amended at any Annual Session, by a vote of two-thirds of the members in attendance.

#### BY-LAWS.

ARTICLE 1.—At the opening of a Session, the Principal, assisted by such members of the Board of Arrangements as may be present, shall make out the daily Programme, the first item of which shall be worship.

ART. 2.—At the opening of each Annual Session, the following regular Committees shall be appointed by the President, viz; I. on Constitution and By-Laws; II. on Nomination of Officers, III. Resolutions; IV. on Sessions for the ensuing spring; V. on Closing Exercises.

ART. 3.—The Annual Session shall recommend a list of Text Books, &c., for general adoption throughout Northern Indiana, which shall not be changed without a vote of two thirds of the members attending any such Session.

ART. 4.—The Vice President, and all Teachers who are members of this Institute, shall take all prudent and efficient measures for having this recommended list of books introduced into all the Schools within their respective vicinities.

ART. 5.—The Annual Meeting for General Business, shall be held on the day preceding the close of the Annual Session.

Yet business meetings may be held at any time during a session, for the disposition of matters of pressing necessity.

ART. 6.—At this Annual Meeting, the Corresponding Secretary, and all the regular committees shall make their reports; except the Committee on Closing Exercises, which shall report as soon as possible after their appointment, in order that the session may select, in such manner as it pleases, the person or persons who are to take part in these exercises.

ART. 7.—The Annual Circular shall contain, I. Board of Officers; II. Constitution and By-Laws; III. Catalogue of members, indicating their titles, the office of Teacher, and residence; IV. Catalogue of Text Books, &c; V. Boards of Instruction; VI. Resolutions adopted during the last Annual Session; VII. such other matter as the Institute or Board of Arrangements may direct.

ART. 8.—The Institute, after receiving the report of the Committee on Nominations, shall elect the permanent officers by ballot.

ART. 9.—The Board of Arrangements shall make a financial report at the close of each session, nor shall any session adjourn till its current expenses are all available provided for.

ART. 10.—The *Secretary pro tem.* shall see that no member takes his departure from the session without paying his dues to the Institute.

ART. 11.—The Recording Secretary shall have a book in which he shall transcribe a record of the proceedings of the Institute.

ART. 12.—No person shall serve on a Committee, when *peculiarly* interested in the matter referred to it.

ART. 13.—Teachers who are members of this Institute, shall befriend and assist each other in all things good and lawful; and if at any time they wilfully infringe on each others rights, they shall be subject to a vote of censure from the Institute, or to such other punishment as the circumstances of the case may require.

ART. 14.—Persons wishing to attend a session must pay the customary charges for the entire time before their names can be entered on the Register.

ART. 15.—Any one wishing to leave before the session ends shall make it known

through a friend, on a suitable occasion, whereupon the Treasurer shall refund all charges over the period of his attendance, and the Principal or President (whichever is in the chair,) while all are standing shall bid him adieu in the name of the session.

ART. 16—The business meetings of the Institute shall be conducted according to general parliamentary usage, the several items of which may be added as experience may render them necessary.

1st. All matters shall be presented in the form of reports, resolutions, or motions, and no remarks shall be allowed, except on matters thus presented and seconded.

2nd. The order of action on a resolution or report, shall be, first, its reception, and then its adoption, if necessary, and the motions to amend, to lay on the table, to postpone, to defer, to recommit, and to adjourn, shall always be in order.

3d. A person on arising to speak, shall address the President alone; and if entitled to the floor, the President shall indicate it by pronouncing his name; all speaking in a sitting posture, even to make a motion, shall be out of order.

4th. When a speaker wanders from the matter under discussion, or is otherwise out of order, the President shall require him either to take his seat or to proceed in order; and if offensively personal in his remarks, he shall forfeit his right to the floor altogether, until the question pending is disposed of.

5th. A speaker shall not continue his remarks longer than five minutes, nor speak more than twice on the same question, without special permission from the President.

6th. A speaker shall not be interrupted, even for correction or explanation; when laboring under a mistake, his mistake can be corrected after he takes his seat.

7th. A speaker shall not ask for information and be answered during his speech; for if not previously informed on his subject so as to proceed, he should be seated. Nevertheless, it shall always be in order for a person not making a speech, to propound a question for information.

8th. Whenever it is the wish or duty of the President to speak on a subject, he shall first call some other person to the chair.

9th. Amendments must be second-

ed before they can be entertained; and such as virtually nullify what they ostensibly wish to amend, and such as attempt to connect foreign matter with the subject in hand, shall be out of order, even though seconded.

10th. On a question of order, or other matter decided by the President, an appeal, without debate, may be had to the society; and the President shall always have the privilege of referring doubtful points in any case, to the decision of the members present.

11th. When a matter is under discussion, it shall first be regularly disposed of, by being decided, laid on the table, postponed, deferred, recommitted, &c., before another can be taken up.

12th. The motion to reconsider shall be in order, only when made and seconded by persons who previously voted with the majority on the matter which they have reconsidered.

13th. The motion to take up, shall be in order whenever no other matter is pending; and the motion to adjourn shall never be debatable.

14th. Ordinary questions shall be decided by the uplifted hand; and very important ones, by yeas and nays—if called for; and these yeas and nays shall be recorded, if so ordered by a vote of two-thirds present.

15th. The call for the previous question must be sustained, without debate, by a vote of two-thirds present.

16th. Two-thirds of the members in attendance during the Annual Session of the Institute, shall be required to constitute a Quorum for business.

17th. When a motion has been made, seconded, and proposed from the chair, the mover shall not be at liberty to withdraw it, except by permission from the society.

18th. Any number of rules may, at any time, be suspended, by a vote of two-thirds.

19th. Amendments must be disposed of in the order in which they have been proposed.

20th. The names of persons present shall never be mentioned in debate. Reference to them, if necessary, shall be made under the description of "the last speaker," "the first speaker," &c., or

the gentlemen on the other side of the question, or the like.

21st. The society may at any time resolve itself into a committee of the whole, by a majority vote, whereupon the President shall call some other member to the chair.

### FIRST ANNUAL REPORT.

OF THE CORRESPONDING SECRETARY, TO THE  
NORTHERN INDIANA TEACHERS' INSTITUTE.

In accordance with article second, section third of the Constitution of this Society, making it a duty of the Corresponding Secretary to lay before you a report of the progress and condition of the cause of Education in Northern Indiana, the following is respectfully submitted:\*

The citizens of Northern Indiana are beginning to awaken to the importance of this subject. In nearly every place a growing interest may be seen—an interest that speaks to us of a brighter future. Teachers generally begin to feel the importance of better qualifying themselves for the performance of their arduous duties, and employers begin to seek for those who are thus qualified; so that it may be confidently hoped, not only that a better day is coming for the teacher, but, also, that our common schools will be elevated from the low position which most of them now occupy.

There is however much to be done yet. We have many difficulties to encounter. Our common school system—if system it can be called—is by no means such a one as we want. Its operations are not equal, being in fact against our best teachers in many instances. The constitution of our State makes it the positive duty of the Legislature to provide for us a "Free School System." This has never been done—very few Districts support a free school three months in the year. In fact the laws now in force are so complicated, and so mixed up with acts and parts of acts that have been repealed, that no one but a judge of the court can tell what the school law of the State is. The people of Northern Indiana are calling loudly for a new, simple and complete "Free School Law," and this call is re-echoed from every part of the State, so that it is confi-

dently expected that it will be heard by the Legislature at its coming Session.

We have long felt the need of an *Educational Journal* through which the friends of this common cause can communicate with one another and become acquainted with each other's views, and enter into concerted plans for forwarding the interest of Education, and disseminating light and knowledge to every part of the State. Such a paper is now about to be established under favorable auspices—yet it will require the untiring and persevering efforts of every friend of the cause it advocates, to give it the support it should have. If there is not interest enough in the State to give that support, then truly are we a people not laboring for our own prosperity.

Our school-houses are generally very defective, especially those of the District schools. We usually find the school-house the poorest one in the neighborhood. Parents furnish themselves individually with good, comfortable and convenient houses—but the one in which all are interested, and which is intimately connected with the health and happiness of their children—the district school-house—can go uncared for, unthought of. Not even a seat that is comfortable, nor an object that is attractive—not a flower growing about it but "The wild wood flower"—not even a fence around it nor a well of cooling water near. It must however be acknowledged that there are some exceptions to this. In some places good and comfortable houses have been erected, and there are a few that can hardly be surpassed. In the erection of school-houses those interested cannot be too careful about having every thing well adopted to the convenience and comfort of the teacher and scholar. Several houses have lately been built at much expense, which, for the want of attention to this, are nearly worthless; whereas if they had been properly constructed they would have been an ornament to the village or district and even to the State. Ventilation, a thing of the utmost importance to the health and progress of the scholar, is usually entirely neglected.\*

\*This Report is necessarily general in character, as reports from the Vice Presidents have not been received.

\*Every committee entrusted with the building of a school house should have Barnard's School House Architecture or some similar work, treating fully of the constructing, arranging, seating, ventilating, &c., of such houses.

The many and great advantages attending the system of Union Schools, have lately begun to attract the attention of the citizens of several of our towns and villages. It is seen that where there are more scholars than one teacher can attend, schools cannot be conducted in any other way with as little expense, nor can they be made as useful.

Elkhart and Mishawaka have already established such schools, and built excellent houses, and I have been informed by leading citizens of the former place, that the immediate result of building their house and establishing the school was an increase in value of the taxable property in the corporation, of more than *double the cost of the house*. A school of this kind is now about opening in Huntington, and the enterprising citizens of La Porte have also taken measures for the establishment of one in that pleasant village, and are making arrangements to build during the coming summer. Union of Capital and Division of Labor are the two great principles upon which this system is founded. Its advantages are almost self-evident, and it is very desirable that our School Law should make ample provision for the organization of this class of common schools.

It may be safely estimated that one half of the scholars in our schools study nothing higher than spelling and reading, and that one half of the remainder study nothing higher than geography and primary arithmetic. From this consideration, and from the fact that these are the first steps, the one on which all the future progress of the scholar mainly depends, we are led to mark the importance of having good primary teachers; those who are not only qualified to teach, but who have also a particular faculty for interesting youthful minds, for "wakening them up" and showing them the beauty and order that is in everything about them, thus creating a lasting desire for the investigation of higher branches. It is not however safe for teachers to qualify themselves for primary teaching alone; for in most of the schools in Northern Indiana there will always be a few scholars who can profitably study grammar, arithmetic and philosophy, so that no person should be considered a

competent teacher for any school, without a knowledge of these, or at least of the former two—also in many of our district schools during the winter it is unnecessary for the teacher to have a knowledge of algebra and even of geometry and surveying.

There is a great weight of responsibility here resting upon the County Examiners; and one it is much to be regretted that has not been generally felt, or at least regarded. It would be far better for teachers not to be examined at all, than to have it done as it now is, in most of the Counties: for their employers would then depend upon themselves, and not place confidence in a false certificate of qualifications. It is said by some that if teachers were strictly examined according to law, one half of them would not get certificates, and that consequently one half of our schools would be without teachers. In answer to this it should be remembered that *it is far better to have no school at all than to have a poor one*, and if poor teachers were at once cut off, their places would soon be filled by those who are competent.

The people of the State are beginning to pay more attention to the qualification of their teachers than formerly. There is a great call for well qualified teachers, and one that can hardly be answered at present. Wages, too, are rising rapidly, so that in a short time the teacher will be liberally compensated for his labor. In many parts of Northern Indiana teachers are now as well or better paid than they are in the same class of schools in Ohio, New York, or the Eastern States. The great difficulty here—and one that keeps most of those now teaching from becoming professional teachers—is the want of permanent employment. Most of our districts do not sustain a school more than six months in the year; and even that time is generally taught by two teachers, a male and female. This renders the business uncertain as a means for obtaining a livelihood, and consequently we have but few professional teachers. Their places are often filled by those who care for nothing but to make a few dollars during the winter months, and who are too often a disgrace to the calling, and a curse to



their employers. Districts cannot be too strongly urged to make the employment of their teachers permanent, as it has a direct influence upon the advancement of scholars, as well as upon the profession of teaching.

Another difficulty we have to encounter is the great variety of school books that is found in most of our schools, rendering proper classification next thing to impossible. The evils arising from this are felt more forcibly in the great mass of our Common Schools than in any other—and here they are so great, and so embarrassing to the progress of scholars, that hardly any thing more desirable could be secured to them than a general uniformity of School Books.

It is now believed, after the trial of one year, that the plan adopted by the Institute to secure this, if persevered in, will in the end be fully successful. The list of books recommended by us meets with almost universal approval from the teachers of Northern Indiana; and even where individuals have objections to particular works, they are generally willing to overlook some of their preferences for the general good, and to join with us heartily for the adoption of the list as a whole. The people almost universally are ready to co-operate with us in this matter; they have long seen the disadvantages under which their scholars are laboring, and have felt the heavy expense to which they have been unnecessarily subjected. They are ready to adopt any system of books that we may recommend, and only ask that that recommendation be permanent.

Hundreds of schools have already adopted the works recommended, and have secured a full supply of them, and many others are bringing them in as fast as new books are wanted. Many merchants now bring on but few books of any other kind, so that in a short time we may expect to see these works generally used throughout Northern Indiana. This once accomplished, and the labors of those who are to give instruction will be very much lessened. With proper classification they can accomplish more in one day than they could in three without it. It will also bring about, in all the schools, a general uniform mode of teaching, which cannot fail to have a most happy effect upon the

rising youth; and even in after life when they shall have become the rulers of our State, when her honor and her destiny are placed in their hands, it will give them a unity of purpose, and feeling, and action, that could hardly be brought about in any other way.

Our Society now numbers near four hundred members, and is doing much for the cause of Education in Northern Indiana. Its influence is felt in nearly every county. It has united and concentrated the action of those most interested in this important work. It has brought teachers together to counsel and advise with one another, and to labor for each other's improvement, and for the promotion of the best methods of teaching. It has awakened an interest among the people, and has taught them to view the improvement of the mind in a fairer light.

The pathway of the teacher is fast brightening in the State. The dark clouds of ignorance that have so long hung over us, are now beginning to break away, and soon will the clear, radiant light of intelligence dawn full upon us, like the morning sun. Already its gleamings are seen upon the hill-tops—already are morning songs of praise ascending high—already are a few glad voices from the watch-towers proclaiming "The good time coming."

The business of teaching must improve as the people become awakened to the importance of education. The teacher will ever have many cares, and his labors will ever be toilsome; yet if he has properly prepared himself for this noble and responsible station, if he realizes the importance of the work he is performing, if he appreciates the costly material with which he is entrusted, if he can see those youthful minds—those immortal minds, yielding their eternal destiny to his impress, as clay to the hands of the potter: and if parents will sustain and strengthen him by their influence, and aid him by their counsel and advice; then will these labors be the labors of pleasantness, and these cares the cares that soothe to peace. He will go forth joyful in the morning to the gathering of happy youth. Their blithesome laugh and merry greeting will be his delight, and when at night his head presses upon his pillow, he will feel that he has



performed a great work, that he has sowed good seed in imperishable soil—seed that will spring up and blossom in beauty and freshness, when his locks shall be silvered with the hoary frost of age.

D. WITTER,

*Corresponding Secretary.*

ELKHART, October, 1851.

### INFLUENCE OF WOMAN.

BY HON. DANIEL WEBSTER.

It is by the promulgation of sound morals in the community, and more especially by the training and instruction of the youth, that woman performs her part towards the preservation of a free government. It is generally admitted that public liberty, the perpetuity of a free constitution, rests on the virtue and intelligence of the community which enjoys it. How is that virtue to be inspired, and how is that intelligence to be communicated? Bonaparte once asked Madame de Stael in what manner he could most promote the happiness of France?—Her reply is full of political wisdom. She said, "Instruct the mothers of the French people." Mothers are, indeed, the affectionate and effective teachers of the human race. The mother begins her progress of training with the infant in her arms. It is she who directs, so to speak, its first mental and spiritual pulsations. She conducts it along the impressible years of childhood and youth, and hopes to deliver it to the rough contests and tumultuous scenes of life, armed by those good principles which her child has received from maternal care and love.

If we draw within the circle of our contemplation the mothers of a civilized nation, what do we see? We behold so many artificers working, not on frail and perishable matter, but on the immortal mind, moulding and fashioning beings who are to exist forever. We applaud the artist whose skill and genius present the mimic man upon the canvas; we admire and celebrate the sculptor who works out that same image in enduring marble; but how insignificant are these achievements, though the highest and the fairest in all the departments of art, in comparison with the great vocation of human mothers? They work, not upon the canvas that shall fail, or the marble that shall crumble into

dust, but upon mind, upon spirit, which is to last forever, and which is to bear, for good or evil, throughout its duration, the impress of a mother's plastic hand.

Our security for the duration of the free institutions which bless our country, depends upon the habits of virtue and the prevalence of knowledge and of education.—Knowledge does not comprise all which is contained in the larger term of education. The feelings are to be disciplined; the passions are to be restrained; true and worthy motives are to be inspired; a profound religious feeling is to be instilled; and pure morality inculcated under all circumstances. All this is comprised in education. Mothers who are faithful to this great duty will tell their children that, neither in political nor in any other concerns of life, can man ever withdraw himself from the perpetual obligations of conscience and of duty; that, in every act, whether public or private, he incurs a just responsibility; and that in no condition is he warranted in trifling with important rights and obligations. They will impress upon their children the truth, that the exercise of the elective franchise is a social duty of as solemn a nature as a man can be called to perform; that a man may not innocently trifle with his vote; that every free elector is a trustee, as well for others as for himself; and that every man, and every measure he supports, has an important bearing on the interests of others as well as his own. It is in the inculcation of high and pure morals, such as these, that, in a free republic, woman performs her sacred duty, and fulfills her destiny.—*Godey's Lady's Book.*

THE SOCIETY OF WOMEN.—The cultivation of the sentiments, and of the social virtues, is solely dependant upon woman. As the mother of man, she is the source of all human power and dignity. If she is weak, one who will yet be strong is nursed in her lap. If she is prescribed to the possession of noble sentiments, and a sphere of household action, she can yet transfer her sentiments into one who will bear them abroad to the world. What is a man of action but the delegate of thoughtful woman. Where is barbarity most inveterate and debasing, but where woman is most debased? One trembles to

contemplate the situation into which society has been wrested through the illegitimate assumptions of man, as the representative of brute force. He has denuded woman of her responsibility as an agent of progress, and has destroyed her moral grandeur, with her liberty and equality. Sent to be a companion and guide, she has been made a nonentity. Constituted with a mind equal to man's in every respect, perhaps, superior in the gentler attributes, she has been hitherto treated as if the doctrine of the Mussulman was true. Young men seldom attempt to engage in serious or instructive conversation in promiscuous assemblies; they seem to have studied inane twaddle, and frivolous, disgusting repartee, that they might insult the intellect and perpetuate the subjugation of women.—*Mrs. Nichols.*

THE EWE AND THE LAMB.—The acuteness of the sheep's ear surpasses most things in nature. A ewe will distinguish her own lamb's bleat among a thousand, all braying at the same time. Besides, the recognition of voice is perfectly reciprocal between the ewe and the lamb, who, amid the deafening sound, run to meet each other. The Ettrick Shepherd, alluding to this subject, says:

"There are few things that have ever amused me more than a sheep shearing, and then the sport continues the whole day. We put the flock into a fold, send out all the ewes to them as they are shorn. The moment that a lamb hears its dam's voice, it rushes in the crowd to meet her; but instead of finding the rough, well-clad comfortable mama, which it left an hour or two before, it meets a poor, naked, shivering, most deplorable looking creature. It wheels about, and uttering a loud and tremulous bleat, of perfect despair, flies from the frightful vision. The mother's voice arrests its flight—it returns again generally for ten or a dozen times, before the reconciliation is fairly made up.—*Green Mountain Farmer.*

There are in the English language, 20,500 nouns; 40 pronouns; 9,200 adjectives; 8,000 verbs; 2,600 adverbs; 60 prepositions; 19 conjunctions; 60 interjections, &c.—in all above 40,000 words.

## COMMUNICATIONS.

PROF. WRIGHT:—In compliance with your request, I give you a few thoughts on the present prospects of the cause of Common School Education in Indiana. I will begin with the subject of the

### REVISION OF THE SCHOOL LAWS.

The people of the State are waiting with anxiety for the final action of the Legislature on the New School Law. That they will become impatient before the subject can be finally disposed of is expected by all; that they may not be ultimately disappointed is still the hope of many.

There is no subject on which the whole people are interested upon which it will be so difficult to satisfy them. An efficient school system must be supported by such a majority of the citizens, that it will be carried out with unanimity and spirit. The great, the *only* obstacle is the expense of an efficient system. The only hope of success is in the union of all the friends of Education, in supporting, defending, and carrying out in practice the most perfect Common School Law that has ever been proposed in this State.

But the new law is not yet passed. It has yet to encounter much discussion; and if successful here, must pass the ordeal of a criticism by all the *economists* of the State, which renders its ultimate fate far from certain. In the meantime, what is it best for the teachers and pupils of the State to do? We will venture to give them a few words of advice.

1st. Do not wait for the new Law. Your friends wish you to be furnished with greater facilities for self-improvement, and for teaching others than you have yet had in Indiana. To accomplish this, they will make some effort and encounter some responsibility; but they may not be able to accomplish all that you

expect of them, and *if they do*, much will still remain for *you to do*.

2nd. Let Teachers' Institutes, on the plan of the "Northern Indiana Teachers' Institute" be organized in every part of the State. That Institute has held several sessions, and has already done more to elevate the standard of qualifications necessary for a successful Teacher, than any movement yet made in Indiana. It has infused a new spirit among the Teachers, taught them all to teach upon the same system, and that system is one which has stood the test of experience in those older States, where teaching, as a *profession*, has been carried to the highest degree of perfection. An Institute for Southern Indiana, composed of all respectable Teachers, and all who desire to become such, might co-operate with the Northern Institute in diffusing correct systems of teaching, as well as well-trained Teachers into all parts of the State.

3d. In those parts of the State where well qualified teachers can be obtained, the schools can now be supplied with teachers of any desired order of qualifications, by the National Board of Popular Education. During the last five years our citizens in many counties of the State have had the best opportunities to test the qualifications and merits of the teachers recommended by that Board, and in no instance that we have yet heard of have they been disappointed.

4th. But after all that Legislation may do or can do for the advancement of education, the young people of the State must learn to rely less upon laws and teachers, and more upon themselves. There are several Universities and Colleges of high order in Indiana, and many of the best minds among the youth of the State are enjoying their advantages; but our hopes and sympathies are rather directed to the hundreds of thousands who

can never share the blessings of a collegiate education, and yet, who will, through some different channel, reach the high places of honor and usefulness: To these high places we wish to point the student of the common school. We say then to him who relies less on teachers than on himself,

"Yonder fame and honor beckon, go!  
The immortal guerdon may be won by you."

F. W. HUNT.

INDIANAPOLIS, February 16, 1852.

### \* QUALIFIED TEACHERS.

BY H. F. WEST.

The necessity of having qualified teachers for our common Schools, is no longer considered, even in the least intelligent portions of our State, as a matter of secondary importance. The time has passed by, when men who have failed in every pursuit of life, who are destitute of means, and bankrupt in morals, can find as a last resort, an asylum in the district School-house! Men and women, of promise and reputation, from one end of the State to the other, are turning their attention to teaching as a permanent employment.

Perhaps there is no one thing that has done more to bring about this desirable state of things, than Teachers' Institutes. The Northern Indiana Teachers' Institute, is the pioneer in this great work, and has done much toward that entire change so visible in the educational prospects of Northern Indiana. Its effects have been to elevate the profession of teaching. It has driven from the ranks those worse than useless, self-styled "School-keepers," who have no ambition to excel in anything;—too lazy to work—too proud to beg, and too cowardly to steal, have, as the alternative between the jail and the poor-house, for so long a time disgraced the profession of teaching. It has systematized the whole *modus operandi* in the school-room;—it has

been to the expense of obtaining the most approved manner of instruction, and has dispensed, broadcast, all these blessings, without money and without price.

The County Seminaries, or at least some of them, have done much toward qualifying young men and women for teaching. These Seminaries, according to the decree that has gone forth, are soon to be numbered among the things that were; and it seems important that some general provision should be made to swell the list of qualified teachers for our district schools. It is true the Colleges are doing something; but the number of teachers they furnish, will not supply the counties in which they are located. The National Board of Popular Education, is sending out semi-annually a class of female teachers, who are scattered abroad over the Western States, but few of whom locate in Indiana; and these few, which is a thing perfectly natural, seem very soon to prefer conducting the affairs of a private family, rather than teaching the children of strangers. We are as a State not yet prepared to establish a Normal School, and if we were, such a School could not supply the number of teachers we need, nor at the time we most need them.

How, then, are we to obtain qualified teachers? There is not the least difficulty in the supply of "School-keepers;" but these are not what we are inquiring for, as they bear but a faint resemblance to the qualified teacher. A familiarity with the Schools, and the operation of the present inefficient School system, leads me to suggest *two things*, which in the present crisis seem indispensably necessary.

First:—A STANDARD OF EDUCATION, fixed by Law.

If spelling, reading, writing, arithmetic, grammar and geography only, are to be the standard of education for our common schools, let it be understood that this is the

law of the land; and nothing less than a fitness to teach these branches, will open the door of the school-house to any teacher.

The second thing is:—*Make every EXAMINER OF TEACHERS a sworn officer.*

If these two suggestions shall be permanently adhered to, we shall see teachers come right up to the requirements of the law. We shall then have *teachers*, instead of "*School-keepers*;" for if they find they must qualify themselves, they will be very likely to do so. If we reduce the standard of education, or have no standard at all, "*School-keepers*" will readily bring themselves to its level. Should we have a standard of education fixed by law, and the examiner of teachers not a sworn officer, we shall in a great degree fail in the attainment of our object. As an illustration:—the Trustee of a School District comes to the examiner with a young man who is entirely unqualified for even the duties of a "School-keeper," and says:—"This is a neighbor boy of mine, and we want him to keep our school; we have not much learning in our district, and he will do well enough for us; just give him a certificate so that we can draw the public money, and I will see that it is all right." Hundreds of illustrations can be given where favor, or indifference to the true interests of the applicant and the district, or demagogism, or partyism, or sectarianism, have been the only qualification for granting certificates.

Teachers, although poor, who have ambition, and a desire to excel in their profession, have always succeeded in qualifying themselves so as to pass a respectable examination—and this is the case with more than one-half of the teachers in this State. But some one will ask—"Why, then, are our District Schools, generally, at so low an ebb?" The reason is, it is one thing to be educated for the practical purposes of life, and it is quite another, to be educated how to communicate what we

know to others. This peculiar and essential qualification, is to be perfected by Teachers' Institutes, and Normal Schools. But fix a standard of Education, and make Examiners sworn officers, and we have laid the foundation for better teachers and better schools.

## AMERICAN EDUCATIONIST.

INDIANAPOLIS, MARCH 1, 1852.

**Apology.**—The first number of the Educationist did not make as neat an appearance as we intended it should, owing to several causes ;—one of them was that the right kind of paper could not be obtained in Indianapolis, and the Ohio river being at that time frozen over it could not be obtained from Cincinnati, but that was not the printer's fault, and the proof was not read as carefully as it should have been, owing to the sickness of the editor at the time, but that was not his fault. The whole blame should be charged to a combination of untoward circumstances, which is not likely to occur again. But how do you like this number ?

### EDUCATIONAL ADDRESSES.

We have listened with much pleasure to two addresses by Rev. B. K. Maltby, of Ohio, delivered in the Hall of the House of Representatives at Indianapolis, on the evenings, of February 16th, and 23d, by special request of the members of the General Assembly.

Mr. Maltby's Elocution is strong, polished, and impressive ; his reasoning is close and logical ; and his address contained a vast amount of interesting and important facts and suggestions.

We need not fear for the perpetuity of our free institutions, and republican government, when we have such men as Mr. M., laboring with zeal to supply instruc-

tion to every portion of the country, and thus preparing the way for educating every child in the Union, in all that pertains to his present and future welfare.

The first discourse was intended rather as an exposition of the educational enterprise with which he was associated, under the patronage of the organization, familiarly known as the Board of National Popular Education. His object was to show, in their true light, the purposes of the enterprise and its manner of accomplishing its mission. He said it was a system of *educational benevolence*, and not of ulterior purposes of selfishness. It had large sympathies, and stooped not to interference with educational modes of action or systems of school economy in different parts of our country, but proffered aid under them all to the great purposes of educational amelioration of the popular whole.

He showed its adaptation to harmonize with sectional arrangements in the cause. It conflicted with no operating instrumentalities, demanded no removals, dictated no supply, but left this to patrons of schools and persons locally interested. It was merely responsive to the indicated *wants* of the work, and was in reality a great National Intelligence Office in matters of Education. It extends its invitation to useful teaching talent that may stand ready for action, and proffers facilities for the especial preparation of Teachers for the work, by its gratuitous normal instructions, granting them assistance by commendation and pecuniary aid in going forth to the work. It receives also the application from needy localities or destitute schools, or academies, endeavoring to meet the particular wishes of each, in the character and qualifications of the supply.

He descanted, also, upon its attitude as an educational movement, claiming to be *national*. It was not, said Mr. M., the



creature of a section nor the executive of its promptings. As to the Board of Directors, it was centrally located, (that is in Ohio,) and composed of men, as would be seen, extensively known, and of adequate acquaintance with our country, to have proper educational sympathies. But this Board was but a body of officers entrusted merely with executive functions and responsible for their exercise to a still larger assemblage. The whole visible body of the enterprise is therefore not merely a Board, but the entire aggregate of its patrons. The annual Reports issued during the five years of its operations, would show their names and residences. They are in the East, and in the South and North, and scattered almost everywhere throughout the West. It is *their* co-operation and contributions that have been its fountain of power, and the true source of blessings that have already dropped down upon the pathway of thousands of the childhood of the "Great West," through its instrumentality.

He touched upon the apprehensions, sometimes indulged, not only in this, but in other matters, of a pride of place, or supercilious disparagement of others on account of their locality. Its existence, he said, is not to be considered as amounting to tangibility, except in cases of peculiar isolation or narrowness of information. And especially is it not to be regarded as a sentiment of the citizens of the older States, in reference to inhabitants of the west.

Said Mr. M., do they not know the west and its inhabitants? Are not their brothers, sisters, and children there? And as they glance their thoughts away over these Western States, do not the pulses of friendship throb at the recognition of the thousand ties that draw and bind their affections there? Why, gentlemen, the East is linked to the West almost as strongly as

she is to herself. And I am glad to be able to say, in behalf of other portions of our common country, that this great and glorious West is not yours alone. Our land is one, and we are one people. You may have a home in it, but it is ours also. It is our nation's "land of promise," and we all have an inheritance in it. From a distant "Pisgah," it may be, we may sometimes get a glimpse of its mighty "Jordon," and its vales of verdure and beauty, such as Israel never saw. But, though a glimpse only, it is enough to make the pulse beat quicker, and the heart swell up with mingled emotions of fondness and hope. For there is the field of our country's greatness,—the future seat of our American Empire, wealth and power, and Freedom's cradle of unborn millions.

The educational statistics of our country do indeed indicate disparity between the East and the West, in the proportion of educated adults to their respective aggregates of population. But it needs no elaborate research to ascertain the reasons; nor is it susceptible of being made the ground of invidious comparisons. The facts apparent upon the very surface of things, furnish the explanation, and instead of eliciting reproach, awaken generous and abiding interest in their educational efforts, and in behalf of the field of their action. We see in a moment what mountains of labor in behalf of our common country are rolled upon the Western States and Territories in this department, and philanthropy rushes instinctively to their aid. We behold the Great West, the longed for Canaan of the benighted and oppressed of the Old World; and we see them come in thousands to make their home in it. And there, in cases that cannot be numbered, their domestic circles begin for the first time to grow radiant under the sunshine of science. The west,



in her system of common schools, has brought to their groupings of childhood what their most ardent dreams in their father-land could never have anticipated. All this mass of uneducated population, the West must receive into its generous, philanthropic arms, and bear up by immense labor and expense, into the regions of moral and intellectual light. Another difficulty of no small moment has been encountered in the west. Neighborhoods and newly penetrated sections are numerous, where, from their sparseness of population or recency of settlement, schools can not be sustained for any considerable portion of the year, if indeed at all; and thus, in communities, embracing in fair proportions, the educated and intelligent, multitudes have grown up, in destitution even of common school advantages. The remedy hastens to meet them to be sure, in the progress of State provisions for schools, and in augmentation of population; but these added to other reasons will long continue to make your educational statistics unlike those of the East, where but an inconsiderable fraction only of foreign element is received, compared with your accessions from this source, and where almost nothing remains of the Alpine heights of difficulty that new States and Territories must ascend.

Permit me, gentlemen, to congratulate you upon the assurances every beholder must receive, that Indiana, in her popular and legislative capacity, is adequate to the emergency of her situation. The recommendation of your Executive, the labors of your educational committee of the Legislature, the public sentiment already announced in the adoption of your State constitution, indicate plainly that you are to meet the demands, the crisis, and the interests of the thousands of your childhood and youth are making upon you. The unmistakable manifestations of purpose in

regard to the consolidation of your State funds and proposed revenue by taxation, will, in its ultimate results, make every child of your State an equal inheritor of its munificence, and the schools it will foster as free as the air they breathe. And, permit me, though a citizen of another State, and an humble laborer in the field of educational effort, to express to you my satisfaction at being permitted to indulge in these assurances, and to entertain the common solicitudes and common hopes of all the friends of your State for its educational future.

Our space, and the importance of the subject that occupied his attention in the latter part of this and the 2nd lecture, will compel us to omit further references here.

The agency of woman, for the educational work of our country, was introduced by allusions to the economy of the enterprise he represented as having especial reference to bringing her instrumentality more fully into the field, and he deemed this consideration, if the cause could exhibit no other, as alone sufficient to commend it to our warmest approbation and support.

Said Mr. M., the opening of a new and more effectual door to female talent, to be employed in behalf of our country's childhood youth, and is in the first place a *benefit* to the sex. Woman has more than adaptation to high achievements in the varied spheres of benevolence—she has *aspirations* that are warm and ardent for the realities of practical usefulness. It is not to be supposed that because all forms of philanthropic action, both in the vales of virtuous obscurity, and on the heights of popular observation are open to man, and but few to woman, that therefore her generous sympathies have no outgoings; or, that there can be around her our common humanity, diversified in character, condition, and wants, and woven together with her into one great whole, by ties and sym-

pathies of one nature and one destiny, and she, satisfied without impressing herself upon it for good. By no means! Her nature's yearnings are not thus quiescent. The activities of her benevolence would covet to be instrumental in the impartation of imperishable blessings to her kind. True, she has missions of love—agencies of affection—forms of sympathetic action—modes of exerting moral potency, with humble walks of virtuous usefulness, and facilities for leaving behind her impressions written for immortality, and telling on human destiny long after mere individual names are, perhaps, forgotten on earth. Yet, after all this, it still remains that her sphere is, in many respects, far more contracted than her worth, and capacity, and desires demand. Whatever, therefore, enlarges her sphere of active goodness, is to her not only justice but a blessing.

The work of Teaching is not one of sound and show, but of results and endurings not easily estimated. The interests of all social life are concerned in it, both in its enjoyments, and securities. Institutions promotive of order, progress, and blessings in communities, civil or religious, are more or less involved in it, for their future. The compacts, institutions, and guaranties of the larger associations of our race with governmental institutions, charters of rights, and of human safety and happiness, have interests as great as their being in this silent work. For here is the nursery of character—the laboratory of destiny, from whence her arms will be taken when changes are prepared for the face of humanity.

Teaching is a process, also where moral results are nurtured. Elemental promptings are given there, that may shape the inner man, and stamp its moral nature with characteristics that will outlive life's mutabilities; and that in turn may write themselves imperishably upon humanity,

and its interests. The teacher's hand to an unknown extent many rule, the destiny of nations in the simple play of influences upon intellect and heart, as the hand does musical notes in its touches upon the song-producing strings of the lyre. So may it influence the *moral* destiny of our race, in moulding the character of a single child. We know not of course when to predicate this of any, but we can safely calculate that all will have its ultimates, that education is doing: for here is the formation of instruments to be wielded somehow in the activities of the future.

We regret, not to be able to give the illustrations adduced by Mr. M——, as they add beauty and power to the argument, but our limits forbid.

If, continued he, such are the linkings of education with the march of events in the destiny of our race, though only in this world, how important is the work of teaching. What an opening to accomplish noble ends, and approach mankind in the ministration of blessings. If, therefore, woman may do this work, and do it for humanity's gain, her good is in the privilege. The occupancy of such a field is calculated to satisfy aspirations of benevolence, and return in blessings to the spirit of the actor.

In the next place, her employment as a teacher is the best for the general interest of education. The office of teacher will never be properly executed by persons resorting to it for mere temporary purposes. No one wishing to raise a few dollars to meet an emergency, or for getting pecuniary aid for some other pursuit, will trouble himself to make a laborious preparation for it. No one will make himself master of the art or science of teaching unless intending to make it an avocation of years. This, as a matter of fact, is not the case with the great mass of male teachers in our country. Multitudes are but *single-*

*term* teachers—teachers of winter schools &c., filling up in this way, a recess in business or periods for promotion of other objects. There are exceptions of course, but the general applicability of the remark will be recognized by the interested and observant. Nothing can be more plain, than that the ends most desired by the patrons of education, cannot be fully accomplished in this way. Teachers who cannot commit themselves to the work as a continuous employment, enabling them to imbue themselves with a deep interest for it, and charge their minds with its responsibilities, and have time allowed them in their communion with its great purposes, to become invested with an apprehension of their magnitude, and with fixed and intelligent resolves and plans of accomplishing them, are but indifferently prepared to achieve permanent good; and moreover, the probabilities are, that we need not expect this devotion to the work among the young men of our country, that our convictions and experience assure us its interests demand.

The generality of our school districts are not able to present the inducements to young men to obtain them for summer and winter employment, unless indifferent teachers and otherwise incapable of commanding high wages.

These facts do not exist in regard to female teachers, many young ladies in a country like ours, are, and must be thrown at an early period in life upon their own resources for support; and to woman the opportunities for lucrative employment are few; hence the instances are almost innumerable of their whole energies being devoted to the work of special preparation for teaching, as an employment for years, and perhaps a great portion of their active life. Every thing with them depends upon ample preparation. Woman's wages are low; and any prospect of liberal remuneration

depends upon high attainments and superior fitness for the management of schools. This necessity of her condition redounds to the good of the work. They come to it fully prepared, and enter it as a prospective employment, and commit themselves to it permanently, accepting fully its interests, responsibilities and cares.

Beyond this simple statement of facts, Mr. M—— said, he believed argument was not needed. The recognition of the truths he had introduced was with every careful observer, and he doubted not would be on this point satisfactory to all.

The benefit he said, accruing in another way from woman's employment as a teacher, would not be overlooked by the observant and would weigh heavily in her favor as an educator. It was the pecuniary consideration involved in obtaining high or even adequate qualifications for places of moderate resources. It was not alone populous and wealthy places that needed good teachers; but the interests of the young everywhere required them, however inadequate the neighborhoods or districts to their support. The money that would only half pay a highly educated young man, would fully sustain a young lady of equal qualifications. [We omit here the statistics corroborative of this statement adduced by Mr. M.] This consideration alone shows how indispensable to the educational wants and condition of much of our country is an adequate encouragement of females to prepare for this work.

Again he said, the educational and general good of childhood will be promoted by her employment in this work. This of course can be predicated only upon the ground that woman is man's superior in the work of training the young. But we hesitate not to say, that when the comparison is fully tried, no one will doubt where the preference belongs. Man, as

an educator, has his sphere, and the adaptation of his peculiar elements of character to fill high and responsible positions in it, and some to which woman has neither the gifts nor the aspiration to occupy. She would not seek to be an orator in science, nor the incumbent of official relations to large bodies of young men.

But she is emphatically childhood's teacher; the true and proper guardian of its young destiny, and its extensive commitment to her care will be found promotive of its ultimate educational and moral benefit.

The reasons for this are obvious, from a careful consideration of a few only, of her elements of character, in their relation to this employment. First, it is readily admitted that in all the gentle and kinder qualities of our nature, she is our superior. She has more sympathy, stronger love, and deeper benevolence. One reason why her society has such a resistless charm, is our perception of this fact. Man goes out to the struggle of life, and everywhere meets with man; he must guard himself against the encroachments of avarice and self, and needs sleepless vigilance against the scramblers for this world's favors of office and gain. In a school like this men learn each other, and too often find the exercise of the same selfish activities, not only suggested, but luxuriantly cultivated. Woman fortunately is not in attendance at this school. The retirement of her sphere, and delicacy of her sex, protects her from its pernicious discipline. The fountains of affection in her nature are deep and pure, and flow out in more constant manifestations of goodness of will, and kindness of life. Such a character among children, is more salutary; for the milder qualities of heart are the ones needing cultivation, the others are to have promptings too many, without any special provision for their development.

Again, Females are likely to exercise more genial government over children than men, and hence often succeed better in the management of those more advanced in years, than men under similar circumstances. There is always an instinctive apprehension among the governed, even in the school-room, of the nature of the power that subjugates them. And nothing more certainly prompts to resistance than the consciousness of bowing to force. Like begets like. The mirror gives back the very image of the object before it. Echo sends to the speaker the same word he himself uttered. So force lifts itself up against force. But government in the fullest sense, wielded by a spirit that breathes of gentleness and good will, calls up homage instead of resistance. [We omit here also the corroborative references introduced by Mr. M.]

The reason, continued he, may be found in part, in the different preparations made by the two, in reference to the work.

It is natural to avail ourselves of whatever our nature admonishes us of being most readily at our command. Man feels force to be at his disposal, and the innate tendency is to lean upon it. But with woman it is not so. The admonition of consciousness is that force is wanting, and it is natural for the preparation to be in the acquisition of something to supply its place. Her resort must be to the science of teaching, to the study of the laws of mind, and from the exercise of her nature's prompting, the power of persuasion, with firmness and principle, instead of force.

Several considerations in the chain of Mr. M's. argument we are obliged to omit here; having only space for the closing one—the necessity of her agency, in view of the extent of the work. He said the number of schools was nearly double that of good efficient teachers of both sexes. Probably not half the schools in the Wes-

tern States and Territories could be supplied, if all are to be in operation simultaneously. He was acquainted with places having but one teacher to three schools, teaching the winter in one; the summer in another, and a third destitute. Such cases might no doubt be numerous. Other places embracing several districts had no teachers that deemed themselves competent to the work, but were employed because necessity compelled it. It will hardly be supposed, without personal visitation of the country; how great the disparity is between well educated capable teachers, and the places needing them. But the field is every day enlarging. Every aid from Legislatures creating State-funds and levying taxes for school purposes, augments the number of schools, and adds to the calls for teachers, and the enquiry is natural, how shall these calls be met? This may be regarded as settled, that if woman enters not here as the principal actor, these wants must remain. For in male teachers, the supply will not be found. Men are too busy, too ambitious. Our young men strike for the *professions*—the lucrative, the more exciting pursuits of life. Not so with woman. The Forum and the field are not for her. The pulpit and the bar, and other learned professions give her no welcome. She is not called into the caucus of politics or councils of commerce. If her labor is to be for humanity, and generous purposes of good to be fulfilled, they must be in some quiet department which man is less likely to covet. Her spirit is disciplined more to quietude of sphere, and can better execute her mission without circumstances to thrill the nerves or attract attention. She may therefore be more fully relied upon to do her work than man. A tempting offer or lucrative overture is more likely to draw man from the quietudes of the school-house, for his heart is not likely to be there. But woman's sympathies are with childhood, and ties bind her to it, that man never feels, and she is prepared better than he to be at home in that sphere of humble usefulness that takes in the destinies of immortal spirit, even without the offers of praise or attractions of gain.

### Mrs. Caudle's Curtain Lectures.

We commence in this number the publication of Mrs. Caudle's Curtain Lectures, *with Mr. Caudle's replies*—prepared expressly for the Educationist. No one has heretofore, we believe, attempted to give Caudle's replies, but a secret spirit "rapping" at the door of our understanding, has communicated to us what Caudle *did* say, and we reveal it; not so much for the love of tale-telling, as to enable the reader the better to understand the whole subject. Besides, we think an impartial mind will discover that Mrs. Caudle was not so much to blame as she has been thought to be, taking into account the aggravating replies of her "*worser half*."

But, seriously, we are of the opinion that there is no piece of composition in the English language that requires greater variety of intonation and expression in the reading of it, than these Lectures. They are not merely amusing, therefore, but instructive as reading-lessons. Many have thought, also, that they have an excellent moral effect, especially on *some* families.

Mr. Caudle's remarks are in brackets.

MRS. CAUDLE THINKS IT WOULD LOOK WELL  
TO KEEP THEIR WEDDING-DAY.

Caudle, love, do you know what next Sunday is? [No, I don't.] *No, you don't!* Well, was there ever such a strange man! Can't you guess, darling? [What day, did you say?] Next Sunday, dear. [No, I couldn't begin to guess.] Think, love, a minute—just think. [Indeed, I don't know how to think of that of which I've no idea.] *What! and don't know how?* Ha! if I hadn't a better memory than you, I don't know how we should ever get on. Well, then, pet—shall I tell you what next Sunday is? [Yes, yes; I certainly cannot have the slightest objection to your telling.] Why, then, it is our wedding-day. [*Augh, augh.*] What are you groaning at, Mr. Caudle? I don't see anything to



groan at. If *anybody* should groan, I'm sure it isn't *you*. No; I rather think its *I* who ought to groan.

Oh, dear! That's fourteen years ago. You were a very different man then, Mr. Caudle. [And if I may venture a suggestion, you were a very different woman.] What do you say? *I was a very different woman*. Not at all—just the same. [Poh!] Oh, you needn't roll your head about on the pillow in that way: I say, just the same. [Well, if you *are* the same woman, I think you have undergone a *slight* alteration.] Well, if I'm altered, whose fault is it? Not mine, I'm sure—certainly not. [If I recollect rightly, when we were first married you were a modest, retiring girl, and couldn't talk at all in the manner you—] Don't tell me I couldn't talk at all then. I could then just as well as I can now; only then I hadn't the same cause. [I wonder what has made you talk?] It's *you* who've made me talk.—[Well, I'm very sorry for it.] What do you say? *You're very sorry for it?* Caudle, you do nothing but insult me.

Ha! you were a good-tempered, nice creature fourteen years ago, and would have done anything for me. [Isn't it a pity you married me?] Yes, yes, if a woman would be always cared for, she should never marry. There's quite an end of the charm when she goes to the church! We're all angels while you're courting us; but once married, how soon you pull our wings off! [It rather strikes me, there is a slight shade of nonsense—] No, Caudle, I'm not talking nonsense; but the truth is, you like to hear nobody talk but yourself. Nobody ever tells me that I talk nonsense, but you. [Oh, oh!] Now, it's no use your turning and turning about in that way; it's not a bit of—[If you don't stop your clack, I'll get up; for I won't—] What do you say? *You'll get up!* No you won't, Mr. Caudle; you'll

not serve me that trick again; for I've locked the door, and hid the key. [Well, there; that's *beautiful*.] There's no getting hold of you all the day-time,—but here you can't leave me. [Augh, augh, mmm.\*] You needn't groan again, Mr. Caudle.

Now, Caudle, dear, do let us talk comfortably. After all, love, there's a good many folks who, I dare say, don't get on half so well as we've done. We've both our little tempers, perhaps; [Yes, *both*;] but *you* are aggravating, you must own that, Caudle. [*You are not*.] Well, never mind; we won't talk of it; I won't scold you now. We'll talk of next Sunday, love. [Sunday! wouldn't it be breaking the Sabbath?] We never have kept our wedding-day, and I think it would be a nice day to have our friends. [They'd think it hypocrisy, when we live so uncomfortably together.] What do you say? *They'd think it hypocrisy?* No hypocrisy at all. I'm sure I try to be comfortable; and if ever man was happy, *you* ought to be. [I think it is sheer nonsense to keep wedding-days; nothing but a transparent deception upon the world.] No, Caudle, no; it isn't nonsense to keep wedding-days; it isn't a deception upon the world; and if it is, how many people do it. [Very few.] I'm sure, it is only a proper compliment that a man owes to his wife. Look at the Winkles—don't they give a dinner every year?—[Yes, and fight like cats and dogs every week throughout the year.] Well, I know, and if they do fight a little in the course of the twelve months, that's nothing to do with it. They keep their wedding-day, and their acquaintance have nothing to do with anything else.

As I say, Caudle, it's only a proper compliment a man owes to his wife to keep his wedding-day. It's as much as to say to the whole world—'There! if I was to marry

\*Mr. Caudle has two modes of groaning—one with his mouth open, and the other with it shut.



again, my blessed wife's the only woman I'd choose! [mm.] I see nothing to groan at, Mr. Caudle—[Mr. Caudle sighs]—no, or to sigh at either; but I know what you mean. [*Mean!*—what will become of me?] I'm sure, what *would* have become of you, if you hadn't married as you have done? [Well, you tell.] Why, you'd have been a lost creature! [How do you know?] I *know* it; I know your habits, Caudle, and I don't like to say it—[Let it out]—but you'd have been little better than a ragamuffin. [What a *Scylla* I have escaped; but Charyb—] Nice scrapes you'd have got into, I know, if you hadn't had me for a wife. The trouble I've had to keep you respectable—[Indeed!]—and what's my thanks? Ha! I only wish you had some women!

But we won't quarrel, Caudle. [*I don't mean to quarrel.*] No you don't mean anything, I know. We'll have this little dinner, eh? Just a few friends? [I don't care.] Now, don't say you don't care—that isn't the way to speak to a wife; and especially the wife I've been to you, Caudle. [Ay, ay.] Well, you agree to the dinner, eh? [ugh.] Now, don't grunt, Mr. Caudle, but speak out. You'll keep your wedding-day? [I'll do anything if you'll let me go to sleep.] What? [*If I'll let you go to sleep!*] Ha! that's unmanly, Caudle; can't you say 'yes!' without anything else? I say, can't you say 'yes!' [*Yes!*] There, bless you! I knew you would.

And now, Caudle, what shall we have for dinner? [We'll talk of that, to-morrow.] No—we won't talk of it to-morrow; we'll talk of it *now*, and then it will be off my mind. I should like something particular—something out of the way—just to show that we thought the day *something*. I should like—[Mr. Caudle snores.] Mr. Caudle, you're not asleep? [What do you want?] *What do I want?* Why, you know I want to settle about the dinner. [Well, then, have what you like.]—*Have what I like?* No; as it's your fancy to keep the day it's only right that I should please you. [Yes, it *may* be my fancy!] We never had one, Caudle; so what do you think of a haunch of venison? [*Venison! nonsense; mutton will do for us.*]—What do you say? *Nonsense; mutton will do?* Ha! that shows what you think of

your wife. I dare say if it was with any of your club-friends—any of your pot-house companions—you'd have no objection to venison. I say, if—[Oh, dear! let it be venison, then.] What do you mutter? *Let it be venison?* Very well. And now about the fish. What do you think of a nice turbot? [Won't brill do?] No, Mr. Caudle; brill won't do—it shall be turbot, or there shan't be any fish at all.—[None at all, if you like.] Oh, what a mean man you are, Caudle! [*You say so.*] Shall it be turbot? [I suppose I may as well say '*it shall*,' first as last.] *It shall?* Very well. And now about the soup.—[Oh, Je-rusalem! soup!] Now, Caudle, don't swear at the soup in that manner; you know there *must* be soup. [I give in.]

Well, once in our day, and just to show our friends how happy we've been, we'll have some real turtle. [No, I won't; I'll have nothing but mock-turtle.] *No, you won't; you'll have nothing but mock!* Then, Mr. Caudle, you may sit by the table by yourself. Mock-turtle on a wedding-day! Was there ever such an insult! [Well, well; let it be *real*, then, for once.] What do you say? *Let it be real, then, for once?* [Yes; have your own way.] Ha, Caudle! as I say, you were a very different person fourteen years ago.

And, Caudle, you'll look after the venison? There's a place I know, somewhere in the city, where you get it beautiful!—You'll look to it? [Perhaps I will.] *You will?* Very well.

And now who shall we invite? [Invite whom you like.] *Whom I like!* Now, you know, Caudle, that's nonsense; because I only like whom you like. I suppose the Prettymans must come? [Yes.] But understand, Mr. Caudle, I don't have *Miss* Prettyman: I'm not going to have my peace of mind destroyed under my own roof! If *she* comes, I don't appear at the table.—[Very well.] *Very well!* Very well be it.

And now, Caudle, you'll not forget the venison? A haunch, you know; a nice haunch. [Caudle snores.] And you'll not forget the venison?

Three times did I fall asleep, says Caudle, and three times did my wife nudge me with her elbow, exclaiming—'You'll not forget the venison?' At last I got into a sound slumber, and dreamt I was a pot of currant-jelly.

**BARTHOLOMEW COUNTY.**

The teachers and friends of education of Bartholomew county had a meeting at Columbus Indiana, on Saturday February 14th, and adopted the constitution and by-laws of a Teachers' Institute. There appears to be much spirit among them upon the great subject of Education, and particularly upon the idea of the Institute they are about establishing. There is no doubt but that good will result, and that complete success will eventually crown their philanthropic efforts.

On the same day there was an Agricultural Society formed at Columbus for Bartholomew County. The farmers of that County seem determined to develop and render available the natural wealth with which a kind Providence has so bountifully surrounded them. It is hoped and expected, that by this combined movement, Bartholomew County will be vastly benefitted in her agricultural, mechanical, and other industrial pursuits.

The people of Columbus have resolved to establish a Union School. This we regard as of great importance to that town. There is no doubt that a Union School, properly commenced and conducted, with adequate support from the *property* of the town, would be one of the chief elements of prosperity and happiness of the people of Columbus.

It is sincerely hoped, and devoutly to be wished that every County in Southern Indiana will follow the example of Bartholomew County, in educational and agricultural movements.

Advertisements are respectfully solicited for the Educationist upon any subject or business connected with education. The price per year, for advertising in this journal, is twenty five dollars a column.

Editors who have kindly noticed the Educationist have our sincere and heartfelt thanks.

**Ohio Journal of Education.**—We have received the first number of this Educational paper. It is ably edited by A. D. Lord, of Columbus; H. H. Barney, of Cincinnati; J. C. Zachos, of Dayton; M. F. Cowdery, of Sandusky; J. W. Andrews, of Marietta; and Andrew Freese, of Cleveland. With such an array of talent in the editorial department, it cannot fail to be interesting and instructive. If the first is a fair sample of subsequent ones, it promises to be one of the best Educational Journals in the country. The mechanical execution of the Journal is admirable. We hope it will wake up the dormant energies of the Buckeyes, and stimulate them to higher and nobler aims in education than they have as yet attained.

**Godey's Lady Book.**—The February number of this splendid Periodical has been received. It is surpassed by none of its contemporaries. Its beauty and excellence can be better appreciated by seeing it, than by any description we can give of it. Therefore subscribe for it, and get a sight. Published at Philadelphia, Pa., by Louis A. Godey.

The Editor the of Educationist has accepted an urgent invitation to take charge of several sessions of the Northern Indiana Teachers' Institute; the publication of the next number, consequently, may be somewhat delayed.

**Albert E. Jones,**

Publisher and Dealer in  
**SHEET MUSIC. MUSICAL INSTRUMENTS, &c.**  
Wholesale and Retail, and sole Agent in Indiana for

**Chickering's Piano Fortes,**

of Boston,

**Stodart & Co's. Piano-Fortes,**

of New York,

**And L. Gilbert's Boudoir Pianos,**

of Boston.

Masonic Hall, Indianapolis.

We are also the only Agents in Indiana for the sale of Murch & White's Melodeons and Melodeon Pianos, which are intended for Parlors, Churches, Lodge Rooms, Singing Societies, &c., and for these purposes my stock embraces every variety and style, varying in price from \$45 to \$200, in beautiful Rosewood cases, and as finely finished as any Piano Fortes at three times the cost of these superb and unrivalled instruments. I invite attention particularly to these most excellent Parlor Ornaments. Gen.

ELDER & HARKNESS PRINT—Indianapolis.

## National Series of Standard School Books.

PUBLISHED BY  
A. S. BARNES & CO.,  
No. 51, John Street, New York.

The following popular works comprise this series:  
**SCHOOL READERS**—Nos. One, Two, Three, Four, and Five, or Rhetorical Reader, by R. G. PARKER, A. M., Author of 'Aids to Composition,' 'School Philosophy,' &c.

**ARITHMETICS**—DAVIES' Elementary, Academical, and Collegiate course of Mathematics.

**ENGLISH GRAMMAR**, By S. W. CLARK, A. M.

**HISTORIES AND CHARTS**, By EMMA WILLARD.

**PHILOSOPHIES**, By R. G. PARKER, A. M.

**ORTHOEPY**, By JAS. H. MARTIN.

**ANALYTICAL ORTHOGRAPHY**, By A. D. WRIGHT.

**ELEMENTS OF GEOLOGY**, By DAVID PAGE.

**ZOOLOGY**, By D. M. REESE, M. D., L. L. D.

**DRAWING**, Elements of—(for the Slate and Black-board.) By JOHN CLARK.

**TREASURY OF KNOWLEDGE**, By W. & R. CHAMBERS, (The four last works are included in Chambers' Educational Course.)

**BOOK-KEEPING**,—(Single and Double Entry), By FULTON & EASTMAN.

**ASTRONOMY ILLUSTRATED**, By ASA SMITH.

**GLOBES**, Use of, By JAMES MCINTYRE, M. D.

**THEORY AND PRACTICE OF TEACHING**—(Designed for Teachers,) By D. PAGE.

The following are some of the many distinguished Educationists who have recommended these works.

HON. DANIEL WEBSTER, Hon. HORACE MANN,  
Hon. SAMUEL YOUNG, Hon. MARCUS S. REYNOLDS,  
HENRY BARNARD, Superintendent Common Schools,  
Rhode Island.

N. S. BENTON, Superintendent Common Schools, New York.

ROGER S. HOWARD, Superintendent Common Schools, Vermont.

The New York Tribune, Christian Advocate, Boston Traveler, Cincinnati Gazette, New York Evangelist, Maine Common School Journal, Teachers' Advocate, New York Courier and Enquirer, Albany Evening Journal, and many other lending papers have not only recommended but endorsed these works.

**THE HON. FRANCIS W. SHERMAN**, Superintendent of Public Instruction, for the State of Michigan, has recommended this series of School Books, and his views have been fully concurred in, and endorsed, by men of unquestioned ability and integrity, residing in the State—among whom are the following:

SAMUEL A. MCCOSKEY, Bishop of the Protestant Episcopal Church in the Diocese of Michigan.

GEORGE DUFFIELD, Pastor of the First Presbyterian Church, Detroit.

F. FARNSWORTH, Regent of the University of Michigan

Z. FITCHER, Regent do do do do.

CHARLES W. WHIFFLE, Chief Justice of Michigan.

P. H. CUMMING, Rector of St. Mark's Church, Grand Rapids, Michigan.

H. D. KITCHEL, Pastor First Congregational Church, Detroit.

G. P. WILLIAMS, Prof. Mathematics and Natural Philosophy in the University of Michigan.

ANDREW TENBROOK, Prof. of Moral and Intellectual Philosophy in the University of Michigan.

D. D. WHEEDON, Prof. Logic, Rhetoric and History, in the University of Michigan.

J. HOLMES AGNEW, Prof. of Ancient Languages, in the University of Michigan.

SAMUEL DENTON, Prof. Theory and Practice Med. Department, in the University of Michigan.

REV. JOSEPH PINNEY, Visitor University Michigan.

REV. JAMES POLLARD, Principal Union School, Grand Rapids.

J. A. HOLLISTER and G. W. MOORE, Teachers in Female Department in St. Mark's College, Grand Rapids.

All the above named gentlemen, are deeply interested in the cause of Education, and have made themselves familiar with the various School Books now in use, and they do not hesitate to pronounce the NATIONAL SERIES 'the best heretofore offered to the public.'

The Educational Convention for Northern Indiana, which was held at Laporte in October last, appointed a committee to examine and compare the various textbooks used, and select a series, the best adapted to practical Education. After some days of laborious investigation, the committee unanimously recommended the NATIONAL SERIES, which was adopted by the Convention.

The Teachers' Institute at Laporte, in the fall of 1850, in which there were nearly ONE HUNDRED TEACHERS from Northern Indiana, also appointed a committee to examine and select from the great variety of School Books found in the School rooms, the best books, and present them for the action of the Institute. The committee recommended the National Series and those books were taken up, one by one, their merits discussed, and unanimously adopted.

This series of School Books, meets with universal favor from every enlightened teacher and Educationist, and is rapidly taking the place of all others. It has already been adopted into very many of the best Schools in the State; and is destined at no distant day to receive from teachers, parents, and friends of Education, an acknowledgment of all those merits claimed for it by the Publishers, and adopted as The National Series of Standard School Books throughout the West.

### RECOMMENDATIONS.

In view of the superiority of these books,—a desire to produce *Uniformity in the Schools*, and having the interest of the great cause of Education at heart, the Teachers of Lafayette have published the following

#### CARD:

**To the Citizens of Lafayette and vicinity.**

**UNIFORMITY IN SCHOOL BOOKS.**—The undersigned, Teachers of Lafayette, having long seen the many evils arising from so great a variety of School Books as is now found in most of our Schools, feel fully convinced that it makes our labors double what they otherwise might be; that in many instances it prevents us from doing justice to our scholars; that it creates much unnecessary expense to our employers, especially where instructors are changed; that it often prevents parents from sending their children to school; that it destroys the interest that is always awakened by proper classification, and that it confuses scholars, by giving different definitions of the same thing.

We are also convinced that it is highly important that we have the best works that are before the public, those that are fully up with the improvements in science, as well as in methods of teaching; and having examined the following Books, which have been generally adopted in the northern counties of the State, we believe them to be among the very first now before the public—books that are well adapted to the wants of the scholars, and generally superior to works now here in common use.

We therefore for the sake of getting the best books as well as securing the advantages of *general and permanent uniformity* in the most important classes would respectfully request the parents of our pupils to procure these works for them as fast as practicable, and would recommend them to the careful examination of other teachers throughout the county, believing that they will be found worthy of general adoption:

## LIST OF BOOKS.

Parker's Readers, (National Series;) Clark's new English Grammar; Davies' Algebra; Davies' Practical Geometry; Also, higher Mathematics; Parker's School Philosophy.

(SIGNED.)

D. E. LOVERIDGE, Principal of St. John's Parochial School.

A. D. SHAW, Teacher of Select School in Seminary.

J. D. BEDFORD, Teacher of Select School.

L. IRWIN, Teacher of Select School.

MARY A. POTTER, Teacher of Select School.

JULIA D. SHAW, Teacher of Select School in Seminary.

L. E. LADD, Teacher of Select School.

MATILDA CARPENTER, Teacher of Select School.

ELIZA CARPENTER, Teacher of Corporation Free School.

E. M. BOYCE, Teacher of Select School.

The most of these Text-Books have been adopted in Lafayette Female Seminary.

S. ELIZA STILES, Principal.

Also, the Principal of that popular school, the Goodwin Institute at West Point, Ind., (incorporated in 1850,) with the most approved works in the various departments of science, has included in her catalogue of text-books for the next term:

Parker's Series of School Readers; Martin's Orthography; Wright's Analytical Orthography; Davies' Arithmetics; Clark's Grammar; Brown's do.; Willard's Histories; Parker's Philosophies; Davies' Algebra and Geometry, and Page's Geology.

*From H. Plumer, A. M., County Examiner of School Teachers.*

EVANSVILLE, August, 1851.

The National Series of Standard School Books has been submitted to my examination, and the following is the result of a careful and critical investigation of the separate works.

## PARKER'S READERS,

I consider to be preferable to any other series of readers, ever published in this country. The matter contained in them is truly excellent. They are progressive in their character; and evince the fact, that their author is not merely a finished scholar, but an experienced teacher.

## PARKER'S PHILOSOPHIES,

like his Readers, are exactly suited to the wants of both the Teacher and the Scholar, and are calculated to render the task, both of teacher and learner, easy and pleasant.

MRS. EMMA WILLARD'S SCHOOL HISTORIES, cannot be surpassed. They are models of what all school books should be.

## PROF. DAVIES' SCHOOL ARITHMETICS,

like the rest of his Mathematical Works, all acknowledge to be *Ne Plus Ultra*. They are the result of great reflection, and a long experience in teaching.

## CLARK'S PRACTICAL GRAMMAR,

I have not had an opportunity of examining fully; but its innovations, (so far as I have examined them.) I consider to be improvements.

## ASA SMITH'S ILLUSTRATED ASTRONOMY,

supplies a decided Vacuum among the text-books, suited for schools and academies. Hitherto we have had no text-book of Astronomy adapted to the wants of the common scholar; but this, while it contains all the great principles of the science is so simplified and illustrated, as to be easily understood. It possesses very much the same merits as R. C. Smith's Primary Geography and is its equal.

## WRIGHT'S ANALYTICAL ORTHOGRAPHY,

is remarkably well calculated to aid in teaching the Philosophy of Orthography and Orthoepey. No one can dispute its utility.

THE ORTHOEPIES, BY JAMES H. MARTIN, is a novel, but useful publication. It may be used, advantageously, as a text-book for advanced reading classes in our school and academies. It can scarcely fail to impress on the mind of the scholar, the correct pronunciation of such words and phrases, as are most frequently mispronounced, and also their exact signification.

*From Daniel Chute, A. M. County Examiner of School Teachers.*

I have not been able to give the National Series of School Books that attention, which their merit demands. However, from the cursory view I have taken, and from some previous knowledge of most of their Authors, I have no hesitation in saying, I cheerfully, and fully concur in the opinion of their merits, as expressed by my friend, and co-laborer in the cause of education, H. Plumer, Esq.

*From Charles Broughton, Teacher of Public School.*

EVANSVILLE, August, 1851.

I have carefully examined Willard's Histories, Parker's Readers and Philosophies. I consider these works by far the best extant. I have hitherto used McGuffey's Readers, but in future shall use Parker's. I have found that Parker's Lessons in Philosophy teach children to think, more than any other work I have ever tried.

The arrangement of Willard's Histories, so fix the time and place in the mind of the child with the event, that not only history but geography is learned at the same time.

*From the Rev. James H. Noble, Pastor of the Methodist Episcopal Church, Evansville, Ind.*

## PARKER'S SCHOOL READERS,

are fitted for the school-room. They are not excelled, if equalled, by any Series of Readers extant. His Philosophies, show they have been prepared by one who understands the difficulties to be overcome. The juvenile works are most happily adapted to the capacity of the child, so that the youthful student, will form the habit of thinking for himself, and gather knowledge from all that surrounds him.

Although I differ in one or two particulars from Clark's New Grammar, yet I think it the best book I have ever seen. The definitions are clear and full, his application of principles is simple, yet interesting in this, usually denominated, "dry study."

## MARTIN'S ORTHOEPIST AND WRIGHT'S ANALYTICAL ORTHOGRAPHY,

are books for the times. Every teacher who has been long in the school-room, has felt the need of just such works.

## SMITH'S ILLUSTRATED ASTRONOMY,

is a capital book. It is plain and simple—every child should have it. It speaks much that words cannot.

*From Rev. Wm. H. McCarer, Pastor of Old Pres. Church, Evansville, Ind.*

I fully concur in the above testimonials. I believe these superior works, and worthy to be adopted as text-books in all our schools and academies.

*From Rev. C. A. Foster, M. D., Prof. of Chemistry in the Evansville Medical College.*

EVANSVILLE, August, 1851.

The school compendium of natural and experimental Philosophy, by Richard Green Parker, deserves an elevated position in our schools. It is written in a simple and attractive style—not the dry and repulsive

in which too many of our school text-books are dressed. It is destined to win for itself universal use.

"Parker's Readers" are books whose pages are eminently adapted to their claims. They contain selections, which will call forth, "the taste, judgment, and discrimination of the pupil" in the "management of pause, emphasis," and intonations of the voice, as well as give "instruction on general subjects in an agreeable form."

These Readers, I venture to predict, will take a high place among our School Books.

"Practical Grammar," by S. W. Clark, is a work well fitted for advanced pupils. The "System of Diagrams," is a vast improvement. Its having reached the 6th edition is recommendation enough for its introduction into our Western Schools.

Smith's illustrated Astronomy is, for what it is designed, the best work yet given to the public. With the exception of the oral process, it furnishes the best mode of imparting the primary elements of the Science—a mode well calculated to make impression and fix the child's attention.

*From Rev. Mr. Sterritt, Pastor Presbyterian Church.*

EVANSVILLE, Aug., 1851.

The series of School Books published by A. S. BARNES & Co., having been submitted to my examination, I take this opportunity to say, that, so far as I was able to carry my examination, I can cheerfully recommend them to parents and teachers. They are at least as good if not better, than any thing of the kind before published. Davies' Mathematical works need no recommendations.

*From the Rev. J. A. Dixon, Pastor of the First Baptist Church in Evansville, Ind.*

As far as a slight examination enables me to judge of the above described books, I fully concur in the opinion expressed by Rev. Mr. Sterritt. A portion of the juvenile series especially interested me, as being admirably adapted for general usefulness.

*From M. W. Safford, A. M., Principal of the Evansville Seminary.*

Your favor of School Books, comprising the Juvenile Philosophy, Third, Fourth, and Rhetorical Readers, by Richard Green Parker; Illustrated Astronomy, by Asa Smith; the Orthoepist, by James Martin, and the Analytical Orthography, by Albert D. Wright, I have examined with a good degree of care, resulting in an honest and firm conviction that, compared with other works on kindred subjects and for kindred purposes, they have no superior, and so far as my own observation extends, they have no equal.

If he who causes a single additional blade of grass to grow is called a benefactor, what should be said of those who have furnished for the youthful mind so rich a repast of beauty and of thought, as these works afford.

Parker's compilations, whether philosophical or rhetorical, need only to be known to secure for them a ready introduction into our best schools. The Readers excel not only for Classic English, and a variety of style and arrangements, best calculated for improvement in reading, but they abound in pieces full of instruction, suggestive of thought and tending effectively to intellectual activity and moral elevation.

M. W. SAFFORD,  
Principal Evansville Seminary.

*From A. J. Wheeler, Teacher of the City District School, Evansville, Ind.*

I have examined thoroughly Parker's School Readers and Philosophies, Willard's Histories, Clark's

Grammar, Martin's Orthoepist, and Smith's Astronomies. Take them as a whole they are the best school books I have ever used or examined. I have adopted the most of these books in my school and shall adopt the balance so soon as circumstances will allow.

*From Alfred J. Bisdee, Teacher of Public School No. 1.*

EVANSVILLE, Aug., 1851.

I have examined Wright's Analytical Orthography, Martin's Orthoepist, Clark's Grammar, Parker's Works, and Willard's Histories; I do most cheerfully recommend these works to the schools of the State, and shall make them my text-books above all others.

*From James E. Blythe, Esq.*

EVANSVILLE, August, 1851.

I have examined Parker's Readers and Philosophies, Willard's Histories, and Martin's Orthoepist. The plan of each appear to me to have been well conceived and executed. Teachers who have not yet introduced these books into their schools, will find it much to their advantage to do so.

*From James G. May, Principal of the Corydon Seminary, Oct. 1851.*

PARKER'S READERS.—The Fourth and Rhetorical, the only numbers before me are not surpassed by any works of the kind. I have introduced the latter into this Institution and purpose using the others so soon as circumstances will permit.

PARKER'S PHILOSOPHIES.—I have examined with great attention. Besides the text, the care and accuracy with which the works are gotten up, entitle them to a high rank in our schools.

THE ORTHOEPIST, By Martin, is an excellent work.

WILLARD'S HISTORIES.—Beyond question, are most valuable works. The plan of marginal dates proves highly advantageous to the student of history.

SMITH'S ILLUSTRATED ASTRONOMY.—Carries upon its face the best recommendations—I need add nothing.

FULTON AND EASTMAN'S BOOK KEEPING.—Single and Double Entry, has been carefully examined. After comparing this work with others on the same subject, I am fully convinced it is entitled to superior rank.

*From Geo. Lyman, Esq., Book-keeper for the New Albany and Salem Rail Road Co., Ind.*

NEW ALBANY, Oct. 1851.

Having carefully examined "Fulton and Eastman's Book-keeping," I am fully convinced of its utility as a primary school book; it commends itself to beginners, and is peculiarly adapted to their wants, being free from intricate entries with which most works on book-keeping are filled, which tend to discourage rather than instruct the student.

*From G. B. Pompei, Principal of Select School, Crawfordsville, Indiana.*

I have examined Parker's School Readers, Martin's Orthoepist, and Wright's Analytical Orthography. I have only to say that I shall introduce them into my school immediately.

I am using Clark's Grammar in my school, and must say it is the Grammar I have wanted for years. My pupils have learned more of analysis and transposition of language within a few weeks, than they have done for years previous by the old system.

The Normal School lately organized in the Wabash College, has adopted as text-books, a number of the "National Series," such as Davies', Parker's, Clark's, Fulton and Eastman's, Page's, Martin's, Wright's, &c., &c.



*From Blue River Academy and Teacher's Institute.*

KNIGHTSTOWN, Sept., 1851.

DEAR SIR:—I am desired to present you the thanks of the officers and assistant Teachers of this Institution, for the books presented for our examination and approval. We have carefully examined and compared them with various other works presented with the same object, and have adopted as text-books to be used in this institution, The National Series. We are fully satisfied upon testing these books in the school-room, that they are decidedly preferable to any yet published. The most of us, have been teaching for a number of years, and there is but one opinion of their merits. There cannot be too much said in praise of Parker's School Readers, Clark's Grammar, Martin's Orthoepist, and Smith's Illustrated Astronomy.

It is very desirable there should be a uniformity of school-books in our State, and it is a matter of gratification to know, that the "National Series" is rapidly taking the place of all others.

W. T. HATCH, *Principal.**From B. F. Lang, Principal of the Marion County Seminary.*

INDIANAPOLIS, Oct., 1851.

PARKER'S SCHOOL READERS.—I have examined this series of School Readers carefully and believe it to be the best series of Readers yet published. I have adopted as text-books such of the series, as are adapted to the classes in this institution and would like to see Parker's Readers introduced into every school in the State.

*From the Rev. N. W. Camp, D. D., Principal of St. Mary's Female Seminary, and Rector of Episcopal Church, Indianapolis.*

I have carefully examined Parker's School Readers, and take great pleasure in bearing testimony to their excellence. Indeed, they are in my opinion, superior to any others with which I am acquainted. I shall introduce them into the Seminary and am rejoiced to learn that they are rapidly taking the place of all others. The Orthoepist and Smith's Illustrated Astronomy, are also in keeping with the progress of the age. These are already used in St. Mary's Seminary.

*From Rev. Thos. H. Lynch, President of the Indiana Female College.*

INDIANAPOLIS, Oct., 1851.

I fully concur in the opinions expressed by Dr. Camp, and Mr. Lang, relative to the National Series of Standard School Books, and have introduced Parker's School Readers, and other works embraced in the series, into the Indiana Female College, believing them superior to any similar works with which I am acquainted.

*From His Excellency Joseph A. Wright, Governor of Indiana.*

INDIANAPOLIS, Oct., 1851.

I have been presented with a series of Parker's School Readers, and do most cheerfully and fully endorse the opinions expressed by the distinguished Educationists of our own, and other States, and would like to see them introduced into all our schools and seminaries.

*From James S. Brown, Esq., President of the Board of Trustees of the Female College, Indianapolis, and Superintendent of the State Asylum for the Deaf and Dumb.*

In a course of education, as much depends on the books which a scholar uses, as upon the Teacher who instructs him. A sound education cannot be rapidly acquired if the pupil lacks either. Nor can knowledge be successfully conveyed, or permanently retained, without system. And, this, too, is as important in books, as in an instructor. In teaching a child to read, a systematic, progressive series of readers is almost indispensable.

"Parker's National Series" is most admirably adapted to supply this demand. It is composed of the "First, Second, Third, and Fourth Readers," and the "Rhetorical Reader." Alike free from the puerile, or the abstruse, advancing by a regular gradation from lessons adapted to the youngest classes to those calculated to interest the most cultivated minds. These readers, in my judgment, excel in merit and value any series which has been presented to the public. It would seem, that no Teacher could use, or even peruse these excellent books, without desiring to see them adopted in every school and academy in the State.

The Northern Indiana Teacher's Institute, numbering about 400 members, at its annual session held at Elkhart, in the Autumn of 1851, endorsed the National Series of Standard School Books, which had been adopted at the session the year previous.

The Trustees and Principal of Friendship Seminary, near New Albany, have adopted Parker's Readers and Philosophies, Davies' Arithmetics, Martin's Orthoepist, Smith's Astronomy and Clark's Grammar.

The Principal of Mount Tabor Seminary, has adopted Parker's Readers, Davies' Arithmetics, Willard's Histories, Clark's Grammar and Parker's Philosophies. Parker's Readers, Orthoepist, and Illustrated Astronomy, have lately been introduced into the Schools at Jeffersonville.

☞ These Books are for sale at all the Bookstores in Indianapolis.

☞ Country Merchants and Teachers will be furnished at New York prices at the Book Store of C. B. Davis, the Publishers' Depot.

## WHOLESALE AND RETAIL BOOKSELLERS AND STATIONERS.

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60, John street, New York.

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216, Pearl street, New York.

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SANBORN & CARTER,  
Portland, Maine.

SMITH, KNIGHT, & CO.,  
Cleveland, Ohio.

JEWETT, PROCTOR & WORTHINGTON,  
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Toledo, Ohio.

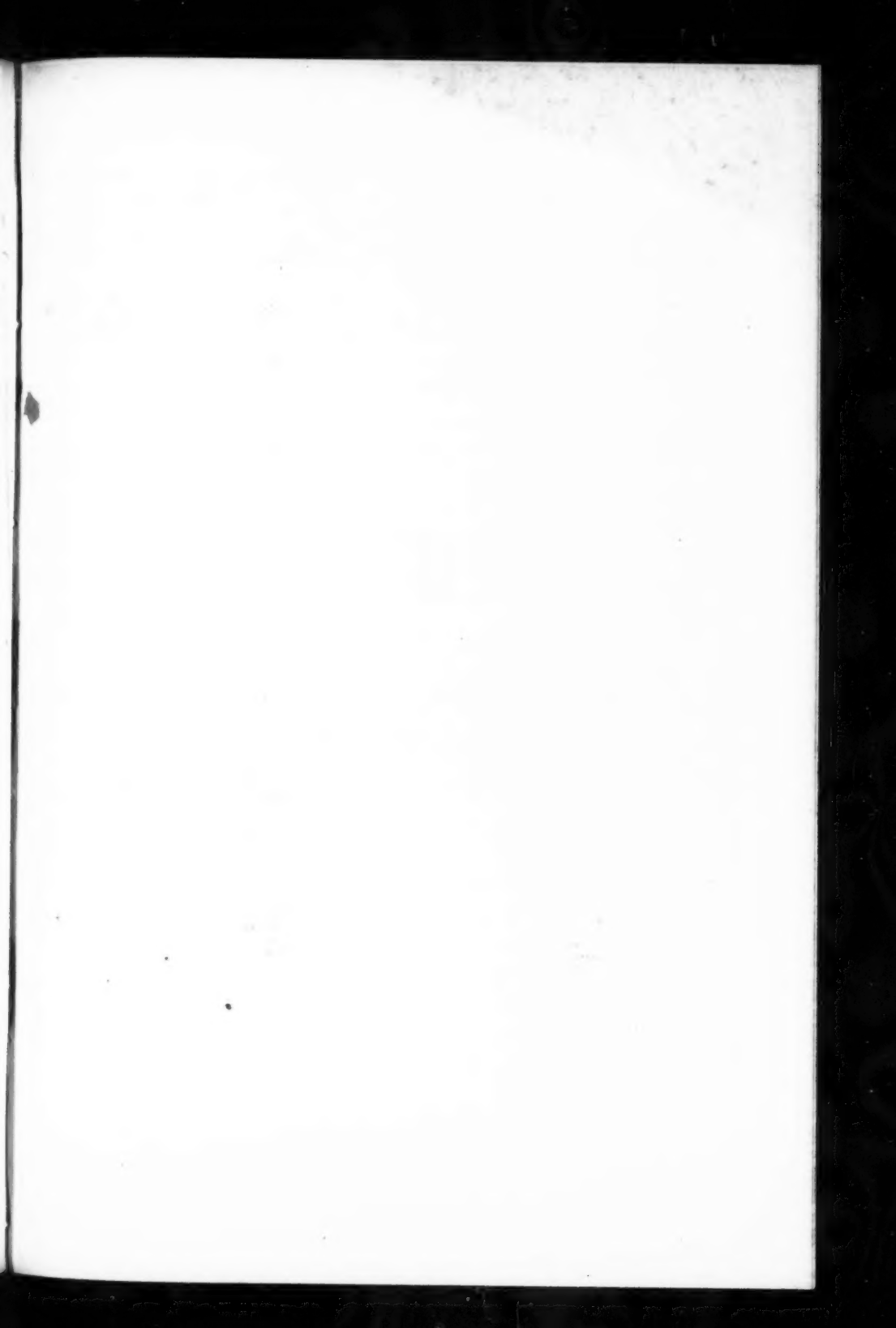
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ENGRAVED BY ROBERT HUTCHESON.

OUR LITTLE LAMB

